



Sequoia Union Board of Trustees Regular Board Meeting June 20, 2024 at 6:00 p.m.

A regular meeting of the Board of the Sequoia Union Elementary School will be held at 23958 Avenue 324, Lemon Cove, CA.

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the school office at (559) 564-2106 for assistance. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District office located at 23958 Ave. 324, Lemon Cove, California during normal business hours and on the website at <https://www.sequoiaunion.org/>

- 1. CALL TO ORDER at 6:00 pm**
- 2. FLAG SALUTE**
- 3. APPROVAL OF AGENDA**
- 4. COMMENTS FROM THE PUBLIC**

Board Policy #9323 allows each individual speaker three minutes for public comment. The public may choose to address the board on any non agenda item at this time, or on an agendized item at this time or at the time of the items discussion. Before making a comment, please gain recognition from the Chair and direct your comments through the Chair. Due to COVID-19, if you wish to submit a comment virtually you may do so online at <https://bit.ly/SUpubliccomment>. Comments must be submitted one hour prior to the scheduled meeting opening to ensure they will be read. The same requirements relating to the three minute limit apply to written comments also. Comments submitted after the opening of the meeting, but before adjournment will be recorded in the minutes.

- 5. DISCUSSION & REPORTS**

[5.1 New Construction and Modernization Discussion & Report by Consultant, Luke Smith](#)
[5.2 CA Dashboard Local Indicators Report - District and Charter](#)



6. ACTION ITEMS

- [6.1 Approve the 2024-2025 District Budget](#)
- [6.2 Approve the 2023-2024 District LCAP Annual Update](#)
- [6.3 Approve the 2023-2024 Charter LCAP Annual Update](#)
- [6.4 Approve the 2024-2025 District LCAP and Budget Overview for Parents](#)
- [6.5 Approve the 2024-2025 Charter LCAP and Budget Overview for Parents](#)
- [6.6 Approve the 2024-2025 Consolidated Application for Federal Funding](#)
- [6.7 Approve the 2024-2025 District LCAP Federal Addendum](#)
- [6.8 Approve the 2024-2025 Charter LCAP Federal Addendum](#)
- [6.9 Approve the Board Resolution 2023-24-011 on the Spending Determination for Funds Received from the Education Protection Account \(EPA\)](#)
- [6.10 Approve the TCOE Agency Agreement for Mental Health Services](#)
- [6.11 Approve the TCOE Agency Agreement for School Health Nursing Services](#)
- [6.12 Approve the TCOE Agency Agreement for School Psychologist Service](#)
- [6.13 Approve the Performing Arts & Music Classified Instructor Job Description](#)
- [6.14 Approve the Tulare County Office of Education Consortium Contract with Lozano Smith as the Preferred Provider of Legal Services for each District in the Consortium](#)
- [6.15 Approve the Edition of the New Superintendent-Principal as an Authorized Signers for Calendar Year 2024 and Remove the Former Superintendent-Principal as an Authorized Signer for Calendar Year 2024](#)
- [6.16 Approve the McGraw Hill ELA Wonders and ELA Studysync Quote of \\$10,686.41 for curriculum for the 2024-2025 school year](#)
- [6.17 Approve the McGraw Hill Math Quote of \\$13,046.35 for curriculum for the 2024-2025 school year](#)
- [6.18 Approve the Renaissance Accelerated Reader and STAR Comprehensive Assessment Suite Quote of \\$9,094.50 for the 2024-2025 school year](#)
- [6.19 Approve the Bank of the Sierra Signature on Accounts](#)
- [6.20 Approve the PowerSchool School Information System Quote of \\$9,582.80 for the 2024-2025 school year](#)
- [6.21 Approve the Trafera Quote of \\$15,223.57 for Student Chromebooks for the 2024-2025 school year](#)



[6.22 Approve the Hapara Web Filtering service Quote of \\$5,460.60 for Student Chromebooks for the 2024-2025 school year](#)

[6.23 Approve the Job Description Changes to the Administrative Assistant Job Description to Include H.R. Generalist](#)

[6.24 Approve the Kaweah Maintenance Quote to Deep Clean School and Memorial Building for the 2024-2025 school year](#)

[6.25 Approve the Micham Change Order for the A.D.A. exit ramp to the parking lot for the Tk/K New Construction](#)

[6.26 Approve the Micham Retention Payments for the New T-k/K Building Construction Project](#)

[6.27 Approve the Micham Change Order for the New T-K/K Building Construction to Connect an A.D.A. Compliant walkway at grade to the existing Playground Blacktop Area](#)

[6.28 Approve the Mark Condie Inspections Modernization Project Invoice #07 for \\$7,000](#)

[6.29 Approve the Prop. 28: Arts & Music in School \(AMS\) Annual Report & Annual Certification](#)

7. ORGANIZATIONAL BUSINESS

7.1 Consideration of Agenda Items the Board Wishes to Discuss in Future Meetings

8. CLOSED SESSION

8.1 STUDENT DISCIPLINE OR OTHER CONFIDENTIAL STUDENT MATTERS]

Education Code Sections 35146, 48900 et seq., 48912(b), 48918 and 49060 et seq., and 20

U.S.C. Section 1232:[STUDENT DISCIPLINE OR OTHER CONFIDENTIAL STUDENT MATTERS]

9. OTHER ACTION ITEMS

[9.1 Approve the Interdistrict Transfer In](#)

10. ADJOURNMENT



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

**5 DISCUSSION & REPORTS: 5.1 New Construction and Modernization Discussion & Report by
Consultant, Luke Smith**

Small School, Big Heart

**23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260**

PHONE: 559-564-2106



SEQUOIA UNION | ELEMENTARY SCHOOL

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5 DISCUSSION & REPORTS: 5.2 CA Dashboard Local Indicators Report – District and Charter

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2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Sequoia Union Elementary School District	Ken Horn Superintendent/Principal	kenhorn@sequoiaunion.org (559) 564-2106

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

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

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)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards				4	
History-Social Science			3		

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

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		2				
Health Education Content Standards	1					
Physical Education Model Content Standards				4		
Visual and Performing Arts		2				
World Language	1					

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			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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.

According to the annual Parent and Family Climate and Culture Survey that was administered to families in the spring of 2024:

92% of parents agreed that school staff treats them with respect

89% of parents agreed that school staff is helpful

The frequency and clarity of communications with parents is an area where the LEA continues to strive for improvement.

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.

Input from our educational partners collected both in person and through surveys indicates that communication between parents, teachers and administration needs to be improved. The LEA has added a fourth goal to the LCAP to ensure that continuous improvement of school climate, including building educational partner relationships, is prioritized and positive action toward this goal is taken. Planned actions related to this goal will include initiatives focused on improving relationships between school staff and families.

Currently, school staff are revising the Parent Handbook for clarity and accuracy ensuring all policies are clear to families. The LEA has engaged the services of a new survey platform, Kelvin, that more reliably and conveniently delivers surveys and opportunities for feedback to families and community members.

- 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.

Engaging the parents of English Language Learners and families new to the district remains a challenge. Through in person feedback from parents the LEA has learned that the school website needs to be updated more consistently and needs to contain more resources for parents. Publicizing ELAC meetings in multiple ways, including individual phone invitations provided in the home language proved successful this year in engaging ELL families. The LEA has also recently provided teachers with professional development to teach them about technology tools that can make it easier to communicate with non English speaking parents.

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.	1
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	2
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.	3
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.	1

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

- 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.

The following results from our annual survey of parents indicate that the LEA is making progress toward building partnerships with parents:

79% of parents surveyed said that they feel welcome to participate at school.

89% of parents surveyed agreed that "this school encourages me to be an active partner in educating my child"

Sequoia Union Elementary School District relies on communication with the Parent's Guild (Parent Teacher Club and Sports Boosters), School Site Council (which also serves as our ELAC/DLAC and PAC), staff meetings, board meetings, and parent, student and staff surveys for input and assistance with decision making.

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.

This year the LEA significantly increased the number of educational partners who participated in our annual surveys through our new survey platform. Because of this, answers to some questions related to building partnerships for student outcomes were not as positive as in previous years but were far more accurate and reflective of the actual state of affairs on our campus. Based on the percent of positive answers as displayed below, it is clear the LEA needs to continue to reach out to parents in positive and inviting ways.

67% of parents surveyed agreed with the statement "my child's background (race, ethnicity, religion, economic status) is valued at this school"

54% of parents surveyed agreed that school staff welcomes their suggestions

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.

The newly adopted survey platform allows parent surveys to be distributed via text message, a format previously unavailable and one that lead to a significant rise in survey participation, including among underrepresented families. Knowing what the needs and concerns of underrepresented families are will allow us to build more effective partnerships. Utilizing ELAC meetings to facilitate conversations rather than as a forum to simply convey information will help to move beyond building relationships into the realm of building educational partnerships. Partnerships require clear communication and the technology tools teachers are learning about in professional development that can make it easier to communicate with non English speaking parents can help bridge the language divide.

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.	2
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
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.	2
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.	1

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.

Our strengths when it comes to seeking input are modest. Survey respondents give the school high marks for behaviors that demonstrate professionalism and respect when interacting with parents.

92% of parents surveyed agreed that school staff treat them with respect

84% of parents surveyed agreed that school staff responds to their needs in a timely manner

89% of parents surveyed agreed that school staff is helpful

These behaviors are foundational for a more future, more concerted effort for seeking input for decision making.

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.

The following results from our annual survey of parents indicate that the LEA has stalled in its efforts to seek input for decision making with parents.

54% of parents surveyed said that school staff welcomes their suggestions, down from 90% from the previous year.

The LEA must build on the positive foundational behaviors cited in question one of this section by encouraging substantive communication between school staff and educational partners, and conveying the value that each party brings to the educational process.

The number of educational partners representing the needs of unduplicated pupils who provide input for decision making is small. The LEA will focus efforts to reach out to these partners and communicate to them the importance of their participation in LEA decisions. When educational partners respond in greater numbers, we get a more complete picture of the needs of our school community. When they provide direct input we can provide what these partners actually need and not just what we think they need.

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.

The same actions that will improve building partnerships for student outcomes will also improve engagement of underrepresented families in seeking input for decision making. The LEA will strive to improve outreach and communication to parents of unduplicated pupils. The school website will be updated more consistently and to contain more resources for parents. Publicizing ELAC meetings in multiple ways, including individual phone invitations provided in the home language proved successful this year in engaging ELL families. The LEA has also recently provided teachers with professional development to teach them about technology tools that can make it easier to communicate with non English speaking parents.

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.

Sequoia Union Elementary School District used a new survey platform in 2023-2024 that increased participation in annual climate surveys for all educational partners. Using the Kelvin survey platform and questions on climate and culture taken from their database, 193 students in grades 4-8 took the survey. Kelvin presents scores in percent favorable; the higher the number, the more students who answered positively on a Likert scale. While most significant subgroup data was disaggregated via Kelvin, there were problems with the data for socioeconomically disadvantaged students. This stems from a data issue between our student information system and the Kelvin system that we are currently working to rectify. In addition to the statutorily required subgroups, student gender is also broken out as a subgroup. The fact that in two of the four questions listed below the highest and lowest rating was between males and females seems significant and worthy of study.

In general answers did not vary much by subgroup.

Overall favorability for all questions was:
71% for all students
68% for English learners
69% for Hispanic students
67% for students with exceptional needs (504's and IEP's) (low)
69% for males
73% for females (high)

When asked "How safe do you feel at school?" percent of favorable answers indicating a high degree of perceived safety were:
69% for all students
67% for English Learners
61% for Hispanic students (low)
70% for students with exceptional needs
72% for males (high)
66% for females

11% difference between the highest and lowest rating

When asked "Do you feel close to people at school?" percent of favorable answers indicating a high degree of perceived closeness were:
76% for all students
80% for English Learners (high)
74% for Hispanic students
70% for students with exceptional needs
71% for males (low)
80% for females (high)

9% difference between the highest and lowest rating

When asked "Do teachers treat students fairly at school?" percent of favorable answers indicating a high degree of perceived fairness were:
75% for all students
67% for English Learners (low)
77% for Hispanic students
78% for students with exceptional needs (high)
77% for males
74% for females

11% spread between the highest and lowest rating

When asked "Are you happy to be at this school?" percent favorable answers indicating a high degree of perceived happiness were:
70% for all students

67% for English Learners
73% for Hispanic students
65% for students with exceptional needs
64% for males (low)
76% for females (high)

12% spread between the highest and lowest rating

When asked "Do adults at school encourage you to work hard so you can be successful?" percent favorable answers indicating a high degree of encouragement were:

85% for all students
93% for English Learners (high)
79% for Hispanic students (low)
81% for students with exceptional needs
84% for males
86% for females

14% spread between highest and lowest rating

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.

Overall results show students feel a level of safety and connectedness that ranges from 60% to 80% positive. This means that, on average, 20% to 40% of our student population is feeling unsafe, isolated or unhappy at school at any given time.

Significant findings based on subgroups are:

English Learners feel the lowest level of favorability when it comes to fair treatment, a full ten percentage points below Hispanic students. This suggests that it is not an issue of race or ethnicity but something about being a non-native English speaker that is contributing to this perception of unequal treatment. This finding merits further investigation. Actions discussed in the sections below may help to positively impact these numbers over the next year.

Hispanic students feel the lowest level of safety among subgroups. This finding suggests more communication with our Hispanic educational partners is needed to ascertain the reasons behind this statistic and collaborate on possible solutions.

Males feel significantly less happy and close to people at school than other groups. These findings correspond with recent statistics collected by the Brookings Institution for males at higher levels of education, such as:
In 2020, men made up 41% of postsecondary student enrollment
In 2018-2019 45,000 fewer boys graduated from American high schools than girls

Since our male students are trajectory in line with these findings for older male students suggest that

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.

Clearly there is room for improvement in our school culture. To address this issue the LEA has added a goal to the LCAP specifically dealing with climate and culture.

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)

The LEA uses the PowerSchool Student Information System to store and aggregate student data. This system retains the course completion information of each student over time during the course of their academic career at Sequoia Union. This system can track students identified as belonging to different groups including unduplicated pupils and those with exceptional needs. Since our LEA is a K-8 Elementary school the course offerings are basic and are the same for all students, with the exception of ELD and intervention services, until they reach grades 6, 7 and 8. As such, the tools mentioned above do not really measure broad course of study because none are needed.

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)

Students at Sequoia Union are enrolled in self-contained classrooms in grades K-6. In these classrooms all students receive the same core curriculum instruction. In addition to core curriculum, K-6 students also engage in physical education twice a week and music and agriculture once a week. English Language Learners and students performing below grade level also have access to specialized instruction from our intervention and ELD teacher.

In Grades 7 and 8 students participate in afternoon elective classes such as leadership, agriculture, art, and STEM. Students spend a single trimester in each elective ensuring that they get the opportunity to participate in a broad course of study beyond their core curriculum.

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)

The main barrier the LEA experiences in attempting to provide all students with a broad course of study is financial. The way our LEA is organized, as an elementary and a dependant charter, and the funding structure currently in place for California schools does not financially favor our school. We do not meet the structural or demographic requirements to receive the majority of funding available to other schools in our area. This means hiring a music teacher, expanding our agricultural program, and obtaining the equipment for true STEAM educational initiatives has been a struggle for our district. Providing other broad course of study areas such as world languages is not feasible at this time.

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)

The LEA meets legal requirements for adequate curriculum and courses to meet minimum state standards. Because we often lack the funding to broaden our offerings in an official way, we frequently turn to the community and our county partners to help us offer broad educational opportunities to our students. Our parent groups raise upwards of \$30,000 each year to provide multiple educational field trips to students at all grade levels. Parent volunteers are often available to facilitate extra classroom activities such as art projects. Our campus also takes part in academic competitions offered by the state and county such as Spelling Bee, Math Bowl, Poetry and Prose, Reading Revolution and National History Day to help broaden student access to additional academic experiences.



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.1 Approve the 2024-2025 District Budget

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

G = General
Ledger Data; S =
Supplemental
Data

Data Supplied For:			
Form	Description	2023-24 Estimated Actuals	2024-25 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund	G	G
09	Charter Schools Special Revenue Fund	G	G
10	Special Education Pass-Through Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects	G	G
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund		
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund	G	G
40	Special Reserve Fund for Capital Outlay Projects	G	G
49	Capital Project Fund for Blended Component Units		

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

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

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

			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)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	576,968.00	0.00	576,968.00	580,829.00	0.00	580,829.00	0.7%
2) Federal Revenue		8100-8299	0.00	63,923.22	63,923.22	0.00	11,091.97	11,091.97	-82.6%
3) Other State Revenue		8300-8599	13,543.00	32,434.60	45,977.60	8,902.00	31,412.60	40,314.60	-12.3%
4) Other Local Revenue		8600-8799	80,000.00	0.00	80,000.00	80,000.00	0.00	80,000.00	0.0%
5) TOTAL, REVENUES			670,511.00	96,357.82	766,868.82	669,731.00	42,504.57	712,235.57	-7.1%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	281,158.11	39,238.98	320,397.09	282,633.00	14,004.00	296,637.00	-7.4%
2) Classified Salaries		2000-2999	75,612.17	38,890.07	114,502.24	74,418.00	35,500.00	109,918.00	-4.0%
3) Employee Benefits		3000-3999	152,405.00	57,450.01	209,855.01	151,921.00	48,378.01	200,299.01	-4.6%
4) Books and Supplies		4000-4999	28,984.06	54,317.15	83,301.21	18,308.00	5,245.17	23,553.17	-71.7%
5) Services and Other Operating Expenditures		5000-5999	105,669.00	63,012.00	168,681.00	103,040.57	16,276.00	119,316.57	-29.3%
6) Capital Outlay		6000-6999	6,497.78	6,500.00	12,997.78	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	28,112.00	0.00	28,112.00	28,112.00	0.00	28,112.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(752.00)	84.00	(668.00)	0.00	0.00	0.00	-100.0%
9) TOTAL, EXPENDITURES			677,686.12	259,492.21	937,178.33	658,432.57	119,403.18	777,835.75	-17.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(7,175.12)	(163,134.39)	(170,309.51)	11,298.43	(76,898.61)	(65,600.18)	-61.5%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	100,000.00	0.00	100,000.00	76,000.00	40,000.00	116,000.00	16.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(109,277.00)	109,277.00	0.00	(67,000.00)	67,000.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(209,277.00)	109,277.00	(100,000.00)	(143,000.00)	27,000.00	(116,000.00)	16.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(216,452.12)	(53,857.39)	(270,309.51)	(131,701.57)	(49,898.61)	(181,600.18)	-32.8%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	595,228.91	567,109.47	1,162,338.38	378,776.79	476,960.08	855,736.87	-26.4%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	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)			595,228.91	567,109.47	1,162,338.38	378,776.79	476,960.08	855,736.87	-26.4%
d) Other Restatements		9795	0.00	(36,292.00)	(36,292.00)	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			595,228.91	530,817.47	1,126,046.38	378,776.79	476,960.08	855,736.87	-24.0%
2) Ending Balance, June 30 (E + F1e)			378,776.79	476,960.08	855,736.87	247,075.22	427,061.47	674,136.69	-21.2%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	476,960.08	476,960.08	0.00	427,061.47	427,061.47	-10.5%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	378,776.79	0.00	378,776.79	247,075.22	0.00	247,075.22	-34.8%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				

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

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			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	354,143.00	0.00	354,143.00	354,143.00	0.00	354,143.00	0.0%
Education Protection Account State Aid - Current Year		8012	141,884.00	0.00	141,884.00	144,605.00	0.00	144,605.00	1.9%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	691,758.00	0.00	691,758.00	691,758.00	0.00	691,758.00	0.0%
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description Resource Codes Object Codes			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			1,187,785.00	0.00	1,187,785.00	1,190,506.00	0.00	1,190,506.00	0.2%
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	(610,817.00)	0.00	(610,817.00)	(609,677.00)	0.00	(609,677.00)	-0.2%
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			576,968.00	0.00	576,968.00	580,829.00	0.00	580,829.00	0.7%
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	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	16,370.49	16,370.49	0.00	0.00	0.00	-100.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		0.00	0.00		5,373.00	5,373.00	New
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		1,276.00	1,276.00		1,276.00	1,276.00	0.0%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

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

Description			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		1,100.00	1,100.00		1,217.00	1,217.00	10.6%
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	45,176.73	45,176.73	0.00	3,225.97	3,225.97	-92.9%
TOTAL, FEDERAL REVENUE			0.00	63,923.22	63,923.22	0.00	11,091.97	11,091.97	-82.6%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	1,543.00	0.00	1,543.00	1,581.00	0.00	1,581.00	2.5%
Lottery - Unrestricted and Instructional Materials		8560	12,000.00	4,000.00	16,000.00	7,321.00	2,978.00	10,299.00	-35.6%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	28,434.60	28,434.60	0.00	28,434.60	28,434.60	0.0%
TOTAL, OTHER STATE REVENUE			13,543.00	32,434.60	45,977.60	8,902.00	31,412.60	40,314.60	-12.3%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	40,000.00	0.00	40,000.00	50,000.00	0.00	50,000.00	25.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	40,000.00	0.00	40,000.00	30,000.00	0.00	30,000.00	-25.0%
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		0.00	0.00		0.00	0.00	0.0%
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			80,000.00	0.00	80,000.00	80,000.00	0.00	80,000.00	0.0%
TOTAL, REVENUES			670,511.00	96,357.82	766,868.82	669,731.00	42,504.57	712,235.57	-7.1%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	231,924.11	34,438.98	266,363.09	221,299.00	9,204.00	230,503.00	-13.5%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	49,234.00	4,800.00	54,034.00	61,334.00	4,800.00	66,134.00	22.4%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			281,158.11	39,238.98	320,397.09	282,633.00	14,004.00	296,637.00	-7.4%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	11,122.45	6,925.89	18,048.34	9,566.00	4,062.00	13,628.00	-24.5%
Classified Support Salaries		2200	23,343.57	0.00	23,343.57	22,324.00	0.00	22,324.00	-4.4%
Classified Supervisors' and Administrators' Salaries		2300	15,160.00	30,691.36	45,851.36	15,962.00	31,438.00	47,400.00	3.4%
Clerical, Technical and Office Salaries		2400	17,965.78	0.00	17,965.78	18,216.00	0.00	18,216.00	1.4%
Other Classified Salaries		2900	8,020.37	1,272.82	9,293.19	8,350.00	0.00	8,350.00	-10.1%
TOTAL, CLASSIFIED SALARIES			75,612.17	38,890.07	114,502.24	74,418.00	35,500.00	109,918.00	-4.0%
EMPLOYEE BENEFITS									
STRS		3101-3102	55,095.00	28,634.01	83,729.01	54,752.00	25,911.01	80,663.01	-3.7%
PERS		3201-3202	18,972.00	10,775.00	29,747.00	19,009.00	9,572.00	28,581.00	-3.9%
OASDI/Medicare/Alternative		3301-3302	10,182.00	3,503.00	13,685.00	9,804.00	2,913.00	12,717.00	-7.1%

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

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	63,000.00	13,557.00	76,557.00	63,514.00	9,270.00	72,784.00	-4.9%
Unemployment Insurance		3501-3502	188.00	47.00	235.00	193.00	26.00	219.00	-6.8%
Workers' Compensation		3601-3602	4,968.00	934.00	5,902.00	4,649.00	686.00	5,335.00	-9.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			152,405.00	57,450.01	209,855.01	151,921.00	48,378.01	200,299.01	-4.6%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	1,700.00	1,700.00	New
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	23,651.50	6,785.01	30,436.51	14,798.00	2,545.17	17,343.17	-43.0%
Noncapitalized Equipment		4400	5,332.56	16,642.65	21,975.21	3,510.00	1,000.00	4,510.00	-79.5%
Food		4700	0.00	30,889.49	30,889.49	0.00	0.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			28,984.06	54,317.15	83,301.21	18,308.00	5,245.17	23,553.17	-71.7%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	5,460.00	55.00	5,515.00	9,984.80	1,276.00	11,260.80	104.2%
Dues and Memberships		5300	644.00	0.00	644.00	694.00	0.00	694.00	7.8%
Insurance		5400 - 5450	3,750.00	0.00	3,750.00	4,600.00	0.00	4,600.00	22.7%
Operations and Housekeeping Services		5500	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	12,108.00	51,700.00	63,808.00	10,800.00	10,000.00	20,800.00	-67.4%
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	59,407.00	11,257.00	70,664.00	55,961.77	5,000.00	60,961.77	-13.7%
Communications		5900	4,300.00	0.00	4,300.00	1,000.00	0.00	1,000.00	-76.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			105,669.00	63,012.00	168,681.00	103,040.57	16,276.00	119,316.57	-29.3%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	3,000.00	0.00	3,000.00	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	3,497.78	0.00	3,497.78	0.00	0.00	0.00	-100.0%

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

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	0.00	6,500.00	6,500.00	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			6,497.78	6,500.00	12,997.78	0.00	0.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	24,688.00	0.00	24,688.00	24,688.00	0.00	24,688.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	536.00	0.00	536.00	536.00	0.00	536.00	0.0%
Other Debt Service - Principal		7439	2,888.00	0.00	2,888.00	2,888.00	0.00	2,888.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			28,112.00	0.00	28,112.00	28,112.00	0.00	28,112.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(84.00)	84.00	0.00	0.00	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	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	(668.00)	0.00	(668.00)	0.00	0.00	0.00	-100.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(752.00)	84.00	(668.00)	0.00	0.00	0.00	-100.0%
TOTAL, EXPENDITURES			677,686.12	259,492.21	937,178.33	658,432.57	119,403.18	777,835.75	-17.0%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	100,000.00	0.00	100,000.00	76,000.00	40,000.00	116,000.00	16.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			100,000.00	0.00	100,000.00	76,000.00	40,000.00	116,000.00	16.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

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

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	(109,277.00)	109,277.00	0.00	(67,000.00)	67,000.00	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			(109,277.00)	109,277.00	0.00	(67,000.00)	67,000.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(209,277.00)	109,277.00	(100,000.00)	(143,000.00)	27,000.00	(116,000.00)	16.0%

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

			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)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	576,968.00	0.00	576,968.00	580,829.00	0.00	580,829.00	0.7%
2) Federal Revenue		8100-8299	0.00	63,923.22	63,923.22	0.00	11,091.97	11,091.97	-82.6%
3) Other State Revenue		8300-8599	13,543.00	32,434.60	45,977.60	8,902.00	31,412.60	40,314.60	-12.3%
4) Other Local Revenue		8600-8799	80,000.00	0.00	80,000.00	80,000.00	0.00	80,000.00	0.0%
5) TOTAL, REVENUES			670,511.00	96,357.82	766,868.82	669,731.00	42,504.57	712,235.57	-7.1%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600-7699	364,031.06	86,939.25	450,970.31	338,882.00	46,546.18	385,428.18	-14.5%
2) Instruction - Related Services	2000-2999		36,713.15	8,122.41	44,835.56	56,622.80	5,857.00	62,479.80	39.4%
3) Pupil Services	3000-3999		38,384.13	51,173.38	89,557.51	43,874.80	0.00	43,874.80	-51.0%
4) Ancillary Services	4000-4999		3,799.00	1,015.00	4,814.00	2,449.00	0.00	2,449.00	-49.1%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		143,867.00	96.72	143,963.72	136,963.97	0.00	136,963.97	-4.9%
8) Plant Services	8000-8999		62,779.78	112,145.45	174,925.23	51,528.00	67,000.00	118,528.00	-32.2%
9) Other Outgo	9000-9999		28,112.00	0.00	28,112.00	28,112.00	0.00	28,112.00	0.0%
10) TOTAL, EXPENDITURES			677,686.12	259,492.21	937,178.33	658,432.57	119,403.18	777,835.75	-17.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(7,175.12)	(163,134.39)	(170,309.51)	11,298.43	(76,898.61)	(65,600.18)	-61.5%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	100,000.00	0.00	100,000.00	76,000.00	40,000.00	116,000.00	16.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(109,277.00)	109,277.00	0.00	(67,000.00)	67,000.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(209,277.00)	109,277.00	(100,000.00)	(143,000.00)	27,000.00	(116,000.00)	16.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(216,452.12)	(53,857.39)	(270,309.51)	(131,701.57)	(49,898.61)	(181,600.18)	-32.8%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	595,228.91	567,109.47	1,162,338.38	378,776.79	476,960.08	855,736.87	-26.4%

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

Description	Function Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			595,228.91	567,109.47	1,162,338.38	378,776.79	476,960.08	855,736.87	-26.4%
d) Other Restatements		9795	0.00	(36,292.00)	(36,292.00)	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			595,228.91	530,817.47	1,126,046.38	378,776.79	476,960.08	855,736.87	-24.0%
2) Ending Balance, June 30 (E + F1e)			378,776.79	476,960.08	855,736.87	247,075.22	427,061.47	674,136.69	-21.2%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	476,960.08	476,960.08	0.00	427,061.47	427,061.47	-10.5%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	378,776.79	0.00	378,776.79	247,075.22	0.00	247,075.22	-34.8%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	13,713.37	13,713.37
5810	Other Restricted Federal	0.00	250.80
6230	California Clean Energy Jobs Act	40,387.83	40,387.83
6266	Educator Effectiveness, FY 2021-22	54,284.62	8,427.62
6300	Lottery: Instructional Materials	13,917.53	15,195.53
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	6,474.50	6,474.50
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	0.00	5,199.59
7029	Child Nutrition: Food Service Staff Training Funds	2,769.00	2,769.00
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	89,691.00	89,691.00
7311	Classified School Employee Professional Development Block Grant	2,898.43	2,898.43
7388	SB 117 COVID-19 LEA Response Funds	.57	.57
7435	Learning Recovery Emergency Block Grant	34,348.76	23,578.76
9010	Other Restricted Local	218,474.47	218,474.47
Total, Restricted Balance		476,960.08	427,061.47

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,561.67	11,561.67	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,561.67	11,561.67	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,561.67	11,561.67	0.0%
2) Ending Balance, June 30 (E + F1e)			11,561.67	11,561.67	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	11,561.67	11,561.67	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	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G10 + H2) - (I6 + J2)			0.00		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternativ e		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	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%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			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					
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	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,561.67	11,561.67	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,561.67	11,561.67	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,561.67	11,561.67	0.0%
2) Ending Balance, June 30 (E + F1e)			11,561.67	11,561.67	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	11,561.67	11,561.67	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%

		2023-24 Estimated Actuals	2024-25 Budget
Resource	Description		
8210	Student Activity Funds	11,561.67	11,561.67
Total, Restricted Balance		11,561.67	11,561.67

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,758,008.00	3,777,234.00	0.5%
2) Federal Revenue		8100-8299	367,740.90	184,582.03	-49.8%
3) Other State Revenue		8300-8599	551,362.40	482,636.40	-12.5%
4) Other Local Revenue		8600-8799	14,250.00	24,000.00	68.4%
5) TOTAL, REVENUES			4,691,361.30	4,468,452.43	-4.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	1,843,470.05	1,763,672.38	-4.3%
2) Classified Salaries		2000-2999	881,685.71	792,633.93	-10.1%
3) Employee Benefits		3000-3999	1,412,124.05	1,347,499.49	-4.6%
4) Books and Supplies		4000-4999	267,324.93	165,745.22	-38.0%
5) Services and Other Operating Expenditures		5000-5999	601,902.96	585,039.40	-2.8%
6) Capital Outlay		6000-6999	28,300.23	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	27,704.00	27,704.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(5,404.00)	0.00	-100.0%
9) TOTAL, EXPENDITURES			5,057,107.93	4,682,294.42	-7.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(365,746.63)	(213,841.99)	-41.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	100,000.00	116,000.00	16.0%
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			100,000.00	116,000.00	16.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(265,746.63)	(97,841.99)	-63.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,308,241.06	761,044.43	-41.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,308,241.06	761,044.43	-41.8%
d) Other Restatements		9795	(281,450.00)	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,026,791.06	761,044.43	-25.9%
2) Ending Balance, June 30 (E + F1e)			761,044.43	663,202.44	-12.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	617,958.23	580,045.36	-6.1%
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	143,086.20	83,157.08	-41.9%
Assigned for Charter Activities	0000	9780	48,999.04		
Assigned for Lottery Charter Activities	1100	9780	81,453.38		
Assigned for EPA Charter Activities	1400	9780	12,633.78		
Assigned for Charter Activities	0000	9780		5,004.92	
Assigned for Lottery Charter Activities	1100	9780		73,817.38	
Assigned for EPA Charter Activities	1400	9780		4,334.78	
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		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	3,082,411.00	3,103,261.00	0.7%
Education Protection Account State Aid - Current Year		8012	64,780.00	64,296.00	-0.7%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	610,817.00	609,677.00	-0.2%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,758,008.00	3,777,234.00	0.5%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	138,313.00	New
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	10,324.00	10,324.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630		8,900.00	9,844.00	10.6%
Other NCLB / Every Student Succeeds Act		8290			
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	348,516.90	26,101.03	-92.5%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
TOTAL, FEDERAL REVENUE			367,740.90	184,582.03	-49.8%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	6,288.00	6,449.00	2.6%
Lottery - Unrestricted and Instructional Materials		8560	86,555.00	80,049.00	-7.5%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	458,519.40	396,138.40	-13.6%
TOTAL, OTHER STATE REVENUE			551,362.40	482,636.40	-12.5%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	5,500.00	20,000.00	263.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	750.00	0.00	-100.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	8,000.00	4,000.00	-50.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			14,250.00	24,000.00	68.4%
TOTAL, REVENUES			4,691,361.30	4,468,452.43	-4.8%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,705,753.55	1,526,692.38	-10.5%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	137,716.50	236,980.00	72.1%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,843,470.05	1,763,672.38	-4.3%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	326,605.70	257,696.46	-21.1%
Classified Support Salaries		2200	213,672.89	201,314.47	-5.8%
Classified Supervisors' and Administrators' Salaries		2300	124,787.66	129,137.00	3.5%
Clerical, Technical and Office Salaries		2400	143,797.66	136,937.00	-4.8%
Other Classified Salaries		2900	72,821.80	67,549.00	-7.2%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			881,685.71	792,633.93	-10.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	487,753.95	478,712.77	-1.9%
PERS		3201-3202	222,560.46	205,403.47	-7.7%
OASDI/Medicare/Alternative		3301-3302	96,070.25	87,853.03	-8.6%
Health and Welfare Benefits		3401-3402	567,664.00	538,824.00	-5.1%
Unemployment Insurance		3501-3502	1,382.92	1,288.35	-6.8%
Workers' Compensation		3601-3602	36,692.47	35,417.87	-3.5%
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			1,412,124.05	1,347,499.49	-4.6%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	18,000.00	New
Books and Other Reference Materials		4200	100.00	100.00	0.0%
Materials and Supplies		4300	209,317.80	134,068.03	-36.0%
Noncapitalized Equipment		4400	57,907.13	13,577.19	-76.6%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			267,324.93	165,745.22	-38.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	25,285.00	82,569.20	226.6%
Dues and Memberships		5300	3,800.00	4,000.00	5.3%
Insurance		5400-5450	30,500.00	37,000.00	21.3%
Operations and Housekeeping Services		5500	152,130.00	149,000.00	-2.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	104,850.00	88,250.00	-15.8%
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	280,287.96	222,720.20	-20.5%
Communications		5900	5,050.00	1,500.00	-70.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			601,902.96	585,039.40	-2.8%
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	28,300.23	0.00	-100.0%
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			28,300.23	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	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	4,339.00	4,339.00	0.0%
Other Debt Service - Principal		7439	23,365.00	23,365.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			27,704.00	27,704.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(5,404.00)	0.00	-100.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(5,404.00)	0.00	-100.0%
TOTAL, EXPENDITURES			5,057,107.93	4,682,294.42	-7.4%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	100,000.00	116,000.00	16.0%
(a) TOTAL, INTERFUND TRANSFERS IN			100,000.00	116,000.00	16.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			100,000.00	116,000.00	16.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,758,008.00	3,777,234.00	0.5%
2) Federal Revenue		8100-8299	367,740.90	184,582.03	-49.8%
3) Other State Revenue		8300-8599	551,362.40	482,636.40	-12.5%
4) Other Local Revenue		8600-8799	14,250.00	24,000.00	68.4%
5) TOTAL, REVENUES			4,691,361.30	4,468,452.43	-4.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		3,302,452.36	2,897,559.16	-12.3%
2) Instruction - Related Services	2000-2999		493,059.85	628,338.43	27.4%
3) Pupil Services	3000-3999		351,027.12	371,726.10	5.9%
4) Ancillary Services	4000-4999		38,889.00	19,716.00	-49.3%
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		347,092.35	306,233.00	-11.8%
8) Plant Services	8000-8999		496,883.25	431,017.73	-13.3%
9) Other Outgo	9000-9999	Except 7600-7699	27,704.00	27,704.00	0.0%
10) TOTAL, EXPENDITURES			5,057,107.93	4,682,294.42	-7.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(365,746.63)	(213,841.99)	-41.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	100,000.00	116,000.00	16.0%
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			100,000.00	116,000.00	16.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(265,746.63)	(97,841.99)	-63.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,308,241.06	761,044.43	-41.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,308,241.06	761,044.43	-41.8%
d) Other Restatements		9795	(281,450.00)	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,026,791.06	761,044.43	-25.9%
2) Ending Balance, June 30 (E + F1e)			761,044.43	663,202.44	-12.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	617,958.23	580,045.36	-6.1%
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	143,086.20	83,157.08	-41.9%
Assigned for Charter Activities	0000	9780	48,999.04		
Assigned for Lottery Charter Activities	1100	9780	81,453.38		
Assigned for EPA Charter Activities	1400	9780	12,633.78		
Assigned for Charter Activities	0000	9780		5,004.92	
Assigned for Lottery Charter Activities	1100	9780		73,817.38	
Assigned for EPA Charter Activities	1400	9780		4,334.78	
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
2600	Expanded Learning Opportunities Program	33,769.34	33,769.34
6266	Educator Effectiveness, FY 2021-22	2,046.76	18,623.76
6300	Lottery: Instructional Materials	70,599.73	75,746.73
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	88,186.15	88,186.15
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	0.00	42,069.41
7435	Learning Recovery Emergency Block Grant	265,839.55	164,133.27
9010	Other Restricted Local	157,516.70	157,516.70
Total, Restricted Balance		617,958.23	580,045.36

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	225,000.00	125,000.00	-44.4%
3) Other State Revenue		8300-8599	0.00	130,000.00	New
4) Other Local Revenue		8600-8799	4,379.69	1,500.00	-65.8%
5) TOTAL, REVENUES			229,379.69	256,500.00	11.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	82,998.20	83,119.00	0.1%
3) Employee Benefits		3000-3999	48,247.00	48,037.00	-0.4%
4) Books and Supplies		4000-4999	105,925.00	109,000.00	2.9%
5) Services and Other Operating Expenditures		5000-5999	3,100.00	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	6,072.00	0.00	-100.0%
9) TOTAL, EXPENDITURES			246,342.20	240,156.00	-2.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(16,962.51)	16,344.00	-196.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(16,962.51)	16,344.00	-196.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	95,414.55	78,452.04	-17.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			95,414.55	78,452.04	-17.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			95,414.55	78,452.04	-17.8%
2) Ending Balance, June 30 (E + F1e)			78,452.04	94,796.04	20.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	78,452.04	94,796.04	20.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	225,000.00	125,000.00	-44.4%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			225,000.00	125,000.00	-44.4%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	130,000.00	New
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	130,000.00	New
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	1,501.64	1,500.00	-0.1%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,030.36	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	1,797.69	0.00	-100.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	50.00	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			4,379.69	1,500.00	-65.8%
TOTAL, REVENUES			229,379.69	256,500.00	11.8%
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	31,250.00	31,460.00	0.7%
Classified Supervisors' and Administrators' Salaries		2300	51,748.20	51,659.00	-0.2%
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			82,998.20	83,119.00	0.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	22,309.00	22,484.00	0.8%
OASDI/Medicare/Alternative		3301-3302	6,727.00	6,360.00	-5.5%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Health and Welfare Benefits		3401-3402	18,000.00	18,000.00	0.0%
Unemployment Insurance		3501-3502	44.00	42.00	-4.5%
Workers' Compensation		3601-3602	1,167.00	1,151.00	-1.4%
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			48,247.00	48,037.00	-0.4%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	15,000.00	15,000.00	0.0%
Noncapitalized Equipment		4400	3,925.00	4,000.00	1.9%
Food		4700	87,000.00	90,000.00	3.4%
TOTAL, BOOKS AND SUPPLIES			105,925.00	109,000.00	2.9%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	350.00	0.00	-100.0%
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	2,000.00	0.00	-100.0%
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	750.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,100.00	0.00	-100.0%
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	6,072.00	0.00	-100.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			6,072.00	0.00	-100.0%
TOTAL, EXPENDITURES			246,342.20	240,156.00	-2.5%
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		2024-25	Percent
			Estimated	Actuals		
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	225,000.00	125,000.00	-44.4%
3) Other State Revenue		8300-8599	0.00	130,000.00	New
4) Other Local Revenue		8600-8799	4,379.69	1,500.00	-65.8%
5) TOTAL, REVENUES			229,379.69	256,500.00	11.8%
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		240,270.20	240,156.00	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		6,072.00	0.00	-100.0%
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			246,342.20	240,156.00	-2.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(16,962.51)	16,344.00	-196.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(16,962.51)	16,344.00	-196.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	95,414.55	78,452.04	-17.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			95,414.55	78,452.04	-17.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			95,414.55	78,452.04	-17.8%
2) Ending Balance, June 30 (E + F1e)			78,452.04	94,796.04	20.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	78,452.04	94,796.04	20.8%
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)	78,452.04	94,796.04
Total, Restricted Balance		78,452.04	94,796.04

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	100,000.00	0.00	-100.0%
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			(100,000.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(100,000.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	998,407.61	898,407.61	-10.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			998,407.61	898,407.61	-10.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			998,407.61	898,407.61	-10.0%
2) Ending Balance, June 30 (E + F1e)			898,407.61	898,407.61	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	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	898,407.61	898,407.61	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	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%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			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	100,000.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			100,000.00	0.00	-100.0%
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)			(100,000.00)	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	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	100,000.00	0.00	-100.0%
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			(100,000.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(100,000.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	998,407.61	898,407.61	-10.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			998,407.61	898,407.61	-10.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			998,407.61	898,407.61	-10.0%
2) Ending Balance, June 30 (E + F1e)			898,407.61	898,407.61	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	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	898,407.61	898,407.61	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24	2024-25
		Estimated Actuals	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	16,000.00	0.00	-100.0%
5) TOTAL, REVENUES			16,000.00	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	170,000.00	0.00	-100.0%
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			170,000.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(154,000.00)	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)			(154,000.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	236,669.32	82,669.32	-65.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			236,669.32	82,669.32	-65.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			236,669.32	82,669.32	-65.1%
2) Ending Balance, June 30 (E + F1e)			82,669.32	82,669.32	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	82,669.32	82,669.32	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	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	4,000.00	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	12,000.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			16,000.00	0.00	-100.0%
TOTAL, REVENUES			16,000.00	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	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	170,000.00	0.00	-100.0%
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			170,000.00	0.00	-100.0%
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			170,000.00	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	16,000.00	0.00	-100.0%
5) TOTAL, REVENUES			16,000.00	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		170,000.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			170,000.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(154,000.00)	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)			(154,000.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	236,669.32	82,669.32	-65.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			236,669.32	82,669.32	-65.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			236,669.32	82,669.32	-65.1%
2) Ending Balance, June 30 (E + F1e)			82,669.32	82,669.32	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	82,669.32	82,669.32	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%

		2023-24 Estimated Actuals	2024-25 Budget
Resource	Description		
9010	Other Restricted Local	82,669.32	82,669.32
Total, Restricted Balance		82,669.32	82,669.32

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	3,337,193.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			3,337,193.00	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	3,377,193.00	0.00	-100.0%
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			3,377,193.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(40,000.00)	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)			(40,000.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	990,784.82	950,784.82	-4.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			990,784.82	950,784.82	-4.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			990,784.82	950,784.82	-4.0%
2) Ending Balance, June 30 (E + F1e)			950,784.82	950,784.82	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	950,784.82	950,784.82	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	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	3,337,193.00	0.00	-100.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			3,337,193.00	0.00	-100.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			3,337,193.00	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%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	3,377,193.00	0.00	-100.0%
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			3,377,193.00	0.00	-100.0%
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			3,377,193.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	3,337,193.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			3,337,193.00	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		3,377,193.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			3,377,193.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(40,000.00)	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)			(40,000.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	990,784.82	950,784.82	-4.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			990,784.82	950,784.82	-4.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			990,784.82	950,784.82	-4.0%
2) Ending Balance, June 30 (E + F1e)			950,784.82	950,784.82	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	950,784.82	950,784.82	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
7710		State School Facilities Projects	950,784.82	950,784.82
Total, Restricted Balance			950,784.82	950,784.82

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	100,000.00	0.00	-100.0%
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			100,000.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(100,000.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	100,000.00	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			100,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4.32	4.32	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4.32	4.32	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4.32	4.32	0.0%
2) Ending Balance, June 30 (E + F1e)			4.32	4.32	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	4.25	4.25	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	.07	.07	0.0%
Fund balance to be assigned to Capital Bldg Project #1	0000	9780	.07		
Fund balance to be assigned to Capital Bldg Project #1	0000	9780		.07	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	50,000.00	0.00	-100.0%
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	50,000.00	0.00	-100.0%
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			100,000.00	0.00	-100.0%
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			100,000.00	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	100,000.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			100,000.00	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					
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					

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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)			100,000.00	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	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		100,000.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			100,000.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(100,000.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	100,000.00	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			100,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4.32	4.32	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4.32	4.32	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4.32	4.32	0.0%
2) Ending Balance, June 30 (E + F1e)			4.32	4.32	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	4.25	4.25	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	.07	.07	0.0%
Fund balance to be assigned to Capital Bldg Project #1	0000	9780	.07		
Fund balance to be assigned to Capital Bldg Project #1	0000	9780		.07	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

		2023-24 Estimated Actuals	2024-25 Budget
Resource	Description		
9010	Other Restricted Local	4.25	4.25
Total, Restricted Balance		4.25	4.25

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)	31.60	41.00	41.00	41.36	41.36	41.36
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	31.60	41.00	41.00	41.36	41.36	41.36
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	31.60	41.00	41.00	41.36	41.36	41.36
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	323.90	323.90	323.90	321.48	321.48	321.48
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)	323.90	323.90	323.90	321.48	321.48	321.48
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)	323.90	323.90	323.90	321.48	321.48	321.48

	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	121,910.00		121,910.00			121,910.00
Work in Progress	758,396.41		758,396.41			758,396.41
Total capital assets not being depreciated	880,306.41	0.00	880,306.41	0.00	0.00	880,306.41
Capital assets being depreciated:						
Land Improvements	3,603,919.69		3,603,919.69			3,603,919.69
Buildings	5,699,691.13		5,699,691.13			5,699,691.13
Equipment	716,686.29		716,686.29			716,686.29
Total capital assets being depreciated	10,020,297.11	0.00	10,020,297.11	0.00	0.00	10,020,297.11
Accumulated Depreciation for:						
Land Improvements	(630,544.99)		(630,544.99)			(630,544.99)
Buildings	(2,208,440.86)		(2,208,440.86)			(2,208,440.86)
Equipment	(432,400.72)		(432,400.72)			(432,400.72)
Total accumulated depreciation	(3,271,386.57)	0.00	(3,271,386.57)	0.00	0.00	(3,271,386.57)
Total capital assets being depreciated, net excluding lease and subscription assets	6,748,910.54	0.00	6,748,910.54	0.00	0.00	6,748,910.54
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Governmental activity capital assets, net	7,629,216.95	0.00	7,629,216.95	0.00	0.00	7,629,216.95
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net excluding lease and subscription assets	0.00	0.00	0.00	0.00	0.00	0.00
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:		JUNE								
A. BEGINNING CASH			1,026,368.77	871,434.33	880,225.47	547,473.23	484,891.28	478,135.15	884,230.71	915,932.19
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010- 8019		18,322.50	18,322.50	65,964.15	32,980.50	32,980.50	65,964.15	32,980.50	
Property Taxes	8020- 8079							369,022.74	37,658.55	
Miscellaneous Funds	8080- 8099									
Federal Revenue	8100- 8299		3,011.79	10,854.12		(2,897.29)	7,587.25	4,789.06	4,352.23	(3,590.67)
Other State Revenue	8300- 8599		186.64	186.63	48,601.08	17,326.07	1,688.89	22,019.82	74.10	
Other Local Revenue	8600- 8799			62,383.14	20,574.10	2,899.88		9,960.33	4,013.34	6,542.00
Interfund Transfers In	8900- 8929									
All Other Financing Sources	8930- 8979									
TOTAL RECEIPTS			21,520.93	91,746.39	135,139.33	50,309.16	42,256.64	471,756.10	79,078.72	2,951.33
C. DISBURSEMENTS										
Certificated Salaries	1000- 1999		3,938.60	25,237.78	23,644.78	23,883.49	24,452.43	23,555.65	23,810.03	23,369.80
Classified Salaries	2000- 2999		6,285.34	8,400.91	9,062.48	8,871.91	9,643.17	9,149.84	8,546.01	10,378.35
Employee Benefits	3000- 3999		4,893.62	16,567.47	16,536.84	11,760.61	14,522.86	13,971.33	13,965.29	15,478.89
Books and Supplies	4000- 4999		1,159.63	2,437.97	1,414.02	322.27	505.36	536.25	710.05	389.71
Services	5000- 5999		5,967.19	9,645.30	7,402.97	10,400.64	3,341.52	5,028.97	4,963.03	4,839.86
Capital Outlay	6000- 6999									
Other Outgo	7000- 7499		1,091.43	1,091.43	1,964.58	1,964.58	1,964.58	1,964.58	5,472.01	
Interfund Transfers Out	7600- 7629			23,200.00	23,200.00	23,200.00	23,200.00	23,200.00		

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			23,335.81	86,580.86	83,225.67	80,403.50	77,629.92	77,406.62	57,466.42	54,456.61
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	(36,242.11)		(63,779.55)						
Accounts Receivable	9200-9299	(309,805.94)	(463.30)	(13,885.84)		(175.83)		(621.72)	(241.80)	29.52
Due From Other Funds	9310	388.00			(61,780.63)		24,993.08			
Stores	9320	350,000.00								
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		4,339.95	(463.30)	(77,665.39)	(61,780.63)	(175.83)	24,993.08	(621.72)	(241.80)	29.52
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	138,291.85	152,656.26	(81,291.00)	17,476.77	(1,680.06)	(6,731.20)	(12,367.80)	(10,330.98)	(8,543.35)
Due To Other Funds	9610	6,054.00								
Current Loans	9640				305,408.50					
Unearned Revenues	9650									
Deferred Inflows of Resources	9690					33,991.84	3,107.13			
SUBTOTAL		144,345.85	152,656.26	(81,291.00)	322,885.27	32,311.78	(3,624.07)	(12,367.80)	(10,330.98)	(8,543.35)
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(140,005.90)	(153,119.56)	3,625.61	(384,665.90)	(32,487.61)	28,617.15	11,746.08	10,089.18	8,572.87
E. NET INCREASE/DECREASE (B - C + D)			(154,934.44)	8,791.14	(332,752.24)	(62,581.95)	(6,756.13)	406,095.56	31,701.48	(42,932.41)
F. ENDING CASH (A + E)			871,434.33	880,225.47	547,473.23	484,891.28	478,135.15	884,230.71	915,932.19	872,999.78
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		872,999.78	941,981.09	884,456.20	854,830.09				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	102,925.08	30,542.90	30,542.90	67,222.32	33.80	(33.80)	498,748.00	498,748.00
Property Taxes	8020-8079		239,124.50	24,693.27	21,258.94			691,758.00	691,758.00
Miscellaneous Funds	8080-8099				(304,838.50)	(304,838.50)		(609,677.00)	(609,677.00)
Federal Revenue	8100-8299	7,559.58	18,095.55	(30,134.35)	(11,805.40)	(686.56)	3,956.66	11,091.97	11,091.97
Other State Revenue	8300-8599	6,543.52	2,879.08	2,070.65	(63,182.45)	(13,672.45)	15,593.02	40,314.60	40,314.60
Other Local Revenue	8600-8799	13,164.26	2,786.14	1,189.15	(43,512.34)	(1,206.73)	1,206.73	80,000.00	80,000.00
Interfund Transfers In	8900-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		130,192.44	293,428.17	28,361.62	(334,857.43)	(320,370.44)	20,722.61	712,235.57	712,235.57
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	31,992.72	34,065.89	25,789.23	32,896.60	0.00		296,637.00	296,637.00
Classified Salaries	2000-2999	12,874.49	13,443.60	9,186.06	4,075.84			109,918.00	109,918.00
Employee Benefits	3000-3999	17,409.18	15,945.23	14,514.18	44,733.51			200,299.01	200,299.01
Books and Supplies	4000-4999	443.30	262.31	582.43	16,964.10	857.74	(3,031.97)	23,553.17	23,553.17
Services	5000-5999	3,772.96	4,170.76	14,520.10	47,706.76	5,900.67	(8,344.16)	119,316.57	119,316.57
Capital Outlay	6000-6999							0.00	0.00
Other Outgo	7000-7499	2,593.02	1,296.51	1,296.51	7,412.77			28,112.00	28,112.00
Interfund Transfers Out	7600-7629							116,000.00	116,000.00
All Other Financing Uses	7630-7699							0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		69,085.67	69,184.30	65,888.51	153,789.58	6,758.41	(11,376.13)	893,835.75	893,835.75
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199				63,779.55			0.00	
Accounts Receivable	9200-9299	(288.69)	215.77	(893.28)		320,370.44	(326,131.11)	(22,085.84)	
Due From Other Funds	9310		(300,000.00)			(388.00)	388.00	(336,787.55)	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		(288.69)	(299,784.23)	(893.28)	63,779.55	319,982.44	(325,743.11)	(358,873.39)	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	(8,163.23)	(18,015.47)	(8,794.06)	(16,194.74)	(12,812.41)	17,430.13	2,638.86	
Due To Other Funds	9610							0.00	
Current Loans	9640							305,408.50	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							37,098.97	
SUBTOTAL		(8,163.23)	(18,015.47)	(8,794.06)	(16,194.74)	(12,812.41)	17,430.13	345,146.33	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		7,874.54	(281,768.76)	7,900.78	79,974.29	332,794.85	(343,173.24)	(704,019.72)	
E. NET INCREASE/DECREASE (B - C + D)		68,981.31	(57,524.89)	(29,626.11)	(408,672.72)	5,666.00	(311,074.50)	(885,619.90)	(181,600.18)
F. ENDING CASH (A + E)		941,981.09	884,456.20	854,830.09	446,157.37				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								140,748.87	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:		JUNE								
A. BEGINNING CASH			446,157.37	446,157.37	446,157.37	446,157.37	446,157.37	446,157.37	446,157.37	446,157.37
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010- 8019									
Property Taxes	8020- 8079									
Miscellaneous Funds	8080- 8099									
Federal Revenue	8100- 8299									
Other State Revenue	8300- 8599									
Other Local Revenue	8600- 8799									
Interfund Transfers In	8900- 8929									
All Other Financing Sources	8930- 8979									
TOTAL RECEIPTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS										
Certificated Salaries	1000- 1999									
Classified Salaries	2000- 2999									
Employee Benefits	3000- 3999									
Books and Supplies	4000- 4999									
Services	5000- 5999									
Capital Outlay	6000- 6999									
Other Outgo	7000- 7499									
Interfund Transfers Out	7600- 7629									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299									
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)			446,157.37	446,157.37	446,157.37	446,157.37	446,157.37	446,157.37	446,157.37	446,157.37
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		446,157.37	446,157.37	446,157.37	446,157.37				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019							0.00	
Property Taxes	8020-8079							0.00	
Miscellaneous Funds	8080-8099							0.00	
Federal Revenue	8100-8299							0.00	
Other State Revenue	8300-8599							0.00	
Other Local Revenue	8600-8799							0.00	
Interfund Transfers In	8900-8929							0.00	
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999							0.00	
Classified Salaries	2000-2999							0.00	
Employee Benefits	3000-3999							0.00	
Books and Supplies	4000-4999							0.00	
Services	5000-5999							0.00	
Capital Outlay	6000-6999							0.00	
Other Outgo	7000-7499							0.00	
Interfund Transfers Out	7600-7629							0.00	
All Other Financing Uses	7630-7699							0.00	

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							0.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)		446,157.37	446,157.37	446,157.37	446,157.37				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								446,157.37	

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: Sequoia Union Elementary School District

Date: June 10, 2024

Adoption Date: June 20, 2024

Signed: _____

Clerk/Secretary of the Governing Board

(Original signature required)

Public Hearing:

Place: Sequoia Union Elementary
School District

Date: June 13, 2024

Time: 6:00PM

Contact person for additional information on the budget reports:

Name: Edgardo Monroy

Title: District Business Manager

Telephone: (559) 564-2106

E-mail: emonroy@sequoiaunion.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.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.		X
9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

Budget, July 1
FINANCIAL REPORTS
2024-25 Budget
School District Certification

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)	 n/a	 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 06/20/2024
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:

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

Signed

Clerk/Secretary of the Governing Board

(Original signature required)

Date of Meeting: June 20, 2024

For additional information on this certification, please contact:

Name: Edgardo Monroy
Title: District Business Manager
Telephone: (559) 564-2106
E-mail: emonroy@sequoiaunion.org

Budget, July 1
2023-24 Estimated Actuals
GENERAL FUND
Current Expense Formula/Minimum Classroom Compensation54 72116 0000000
Form CEA
F8BWSYZMWD(2024-25)

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	320,397.09	301	0.00	303	320,397.09	305	110.00		307	320,287.09	309
2000 - Classified Salaries	114,502.24	311	0.00	313	114,502.24	315	10,202.00		317	104,300.24	319
3000 - Employee Benefits	209,855.01	321	0.00	323	209,855.01	325	6,522.00		327	203,333.01	329
4000 - Books, Supplies Equip Replace. (6500)	89,801.21	331	50,959.18	333	38,842.03	335	6,324.20		337	32,517.83	339
5000 - Services . . . & 7300 - Indirect Costs	168,013.00	341	0.00	343	168,013.00	345	5,506.00		347	162,507.00	349
TOTAL					851,609.37	365			TOTAL	822,945.17	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	264,581.09	375
2. Salaries of Instructional Aides Per EC 41011.	2100	16,277.34	380
3. STRS.	3101 & 3102	69,394.88	382
4. PERS.	3201 & 3202	4,569.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	5,039.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	46,951.00	385
7. Unemployment Insurance.	3501 & 3502	147.00	390
8. Workers' Compensation Insurance.	3601 & 3602	3,747.00	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310).	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		410,706.31	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).		0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.			396
14. TOTAL SALARIES AND BENEFITS.		410,706.31	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.		49.91%	
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)		
2. Percentage spent by this district (Part II, Line 15)		
3. Percentage below the minimum (Part III, Line 1 minus Line 2)		
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)		
5. Deficiency Amount (Part III, Line 3 times Line 4)		
PART IV: Explanation for adjustments entered in Part I, Column 4b (required)		

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	296,637.00	301	0.00	303	296,637.00	305	2,221.00		307	294,416.00	309
2000 - Classified Salaries	109,918.00	311	0.00	313	109,918.00	315	11,683.00		317	98,235.00	319
3000 - Employee Benefits	200,299.01	321	0.00	323	200,299.01	325	6,415.00		327	193,884.01	329
4000 - Books, Supplies Equip Replace. (6500)	23,553.17	331	0.00	333	23,553.17	335	1,700.00		337	21,853.17	339
5000 - Services. . . & 7300 - Indirect Costs	119,316.57	341	0.00	343	119,316.57	345	10,400.00		347	108,916.57	349
TOTAL					749,723.75	365	TOTAL			717,304.75	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	229,491.00 375
2. Salaries of Instructional Aides Per EC 41011.	2100	12,748.00 380
3. STRS.	3101 & 3102	67,072.01 382
4. PERS.	3201 & 3202	3,418.00 383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	4,300.00 384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	41,438.00 385
7. Unemployment Insurance.	3501 & 3502	125.00 390
8. Workers' Compensation Insurance.	3601 & 3602	3,047.00 392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00
10. Other Benefits (EC 22310).	3901 & 3902	0.00 393

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).	361,639.01	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.		396
14. TOTAL SALARIES AND BENEFITS.	361,639.01	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.	50.42%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT		
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.		
1. Minimum percentage required (60% elementary, 55% unified, 50% high)	60.00%	
2. Percentage spent by this district (Part II, Line 15)	50.42%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	9.58%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	717,304.75	
5. Deficiency Amount (Part III, Line 3 times Line 4)	68,717.80	

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

Budget, July 1
2023-24 Estimated Actuals
Schedule of Long-Term Liabilities

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	175,924.84		175,924.84		26,252.31	149,672.53	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Governmental activities long-term liabilities	175,924.84	0.00	175,924.84	0.00	26,252.31	149,672.53	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			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62			2023-24 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	6,094,286.26
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	431,664.12
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	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	41,298.01
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	31,128.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	100,000.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00

9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				172,426.01
D. Plus additional MOE expenditures:			1000-7143, 7300-7439	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	minus 8000-8699	16,962.51
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				5,507,158.64
Section II - Expenditures Per ADA				2023-24 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				364.90
B. Expenditures per ADA (Line I.E divided by Line II.A)				15,092.24

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.)	4,749,964.77	13,855.97
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)	4,749,964.77	13,855.97
B. Required effort (Line A.2 times 90%)	4,274,968.29	12,470.37
C. Current year expenditures (Line I.E and Line II.B)	5,507,158.64	15,092.24
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> <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>	<p>MOE Met</p>	
	<p>0.00%</p>	<p>0.00%</p>
<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>	<p>0.00</p>	<p>0.00</p>

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) 274,430.35
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) 4,507,603.80

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) 6.09%

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) 314,218.11
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
(Function 7700, objects 1000-5999, minus Line B10) 89,679.24

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)	38,793.94
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)	442,691.29
9. Carry-Forward Adjustment (Part IV, Line F)	27,785.33
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	470,476.62
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	3,753,422.67
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	537,895.41
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	403,195.14
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	43,703.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
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)	78,230.72
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	15,000.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	598,216.53
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)	0.00
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)	153,270.20
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)	5,582,933.67
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)	7.93%
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)	8.43%

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)	442,691.29
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	46,802.66
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 (8.27%) times Part III, Line B19); zero if negative	27,785.33
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (8.27%) times Part III, Line B19) or (the highest rate used to recover costs from any program (8.27%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	27,785.33
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	27,785.33

Approved
indirect
cost rate: 8.27%

Highest
rate used
in any
program: 8.27%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	4127	1,016.00	84.00	8.27%
09	4035	9,632.00	692.00	7.18%
09	4127	8,267.00	633.00	7.66%
13	5310	153,270.20	6,072.00	3.96%

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	272,543.56		45,217.26	317,760.82
2. State Lottery Revenue	8560	63,255.00		39,300.00	102,555.00
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)		335,798.56	0.00	84,517.26	420,315.82
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	1,000.00		0.00	1,000.00
2. Classified Salaries	2000-2999	1,000.00		0.00	1,000.00
3. Employee Benefits	3000-3999	581.00		0.00	581.00
4. Books and Supplies	4000-4999	56,900.00		0.00	56,900.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	6,800.00			6,800.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		66,281.00	0.00	0.00	66,281.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	269,517.56	0.00	84,517.26	354,034.82
D. COMMENTS:					

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

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

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	580,829.00	2.13%	593,217.00	2.95%	610,710.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	8,902.00	0.00%	8,902.00	0.00%	8,902.00
4. Other Local Revenues	8600-8799	80,000.00	0.00%	80,000.00	0.00%	80,000.00
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	(67,000.00)	-100.00%		0.00%	
6. Total (Sum lines A1 thru A5c)		602,731.00	13.17%	682,119.00	2.56%	699,612.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				282,633.00		289,510.00
b. Step & Column Adjustment				6,877.00		7,049.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	282,633.00	2.43%	289,510.00	2.43%	296,559.00
2. Classified Salaries						
a. Base Salaries				74,418.00		76,142.00
b. Step & Column Adjustment				1,724.00		1,767.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	74,418.00	2.32%	76,142.00	2.32%	77,909.00
3. Employee Benefits	3000-3999	151,921.00	2.09%	155,093.00	1.62%	157,603.00
4. Books and Supplies	4000-4999	18,308.00	0.00%	18,308.00	0.00%	18,308.00
5. Services and Other Operating Expenditures	5000-5999	103,040.57	0.00%	103,040.00	0.00%	103,040.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	28,112.00	0.00%	28,112.00	0.00%	28,112.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%		0.00%	
9. Other Financing Uses						
a. Transfers Out	7600-7629	76,000.00	-100.00%		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)		734,432.57	-8.75%	670,205.00	1.69%	681,531.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(131,701.57)		11,914.00		18,081.00

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)		378,776.79		247,075.22		258,989.22
2. Ending Fund Balance (Sum lines C and D1)		247,075.22		258,989.22		277,070.22
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	247,075.22		258,989.22		277,070.22
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		247,075.22		258,989.22		277,070.22
E. AVAILABLE RESERVES						
1. General Fund						
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	247,075.22		258,989.22		277,070.22
(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	898,407.61				
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		1,145,482.83		258,989.22		277,070.22
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.						

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	11,091.97	0.00%	11,092.00	0.00%	11,092.00
3. Other State Revenues	8300-8599	31,412.60	0.00%	31,413.00	0.00%	31,413.00
4. Other Local Revenues	8600-8799	0.00	0.00%		0.00%	
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	67,000.00	-100.00%		0.00%	
6. Total (Sum lines A1 thru A5c)		109,504.57	-61.18%	42,505.00	0.00%	42,505.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				14,004.00		14,354.00
b. Step & Column Adjustment				350.00		359.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	14,004.00	2.50%	14,354.00	2.50%	14,713.00
2. Classified Salaries						
a. Base Salaries				35,500.00		36,388.00
b. Step & Column Adjustment				888.00		910.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	35,500.00	2.50%	36,388.00	2.50%	37,298.00
3. Employee Benefits	3000-3999	48,378.01	1.30%	49,009.00	1.15%	49,571.00
4. Books and Supplies	4000-4999	5,245.17	0.00%	5,245.00	0.00%	5,245.00
5. Services and Other Operating Expenditures	5000-5999	16,276.00	0.00%	16,276.00	0.00%	16,276.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%		0.00%	
9. Other Financing Uses						
a. Transfers Out	7600-7629	40,000.00	-100.00%		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)		159,403.18	-23.92%	121,272.00	1.51%	123,103.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(49,898.61)		(78,767.00)		(80,598.00)

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)		476,960.08		427,061.47		348,294.47
2. Ending Fund Balance (Sum lines C and D1)		427,061.47		348,294.47		267,696.47
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	427,061.47		348,294.47		267,696.47
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)		427,061.47		348,294.47		267,696.47
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.						

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	580,829.00	2.13%	593,217.00	2.95%	610,710.00
2. Federal Revenues	8100-8299	11,091.97	0.00%	11,092.00	0.00%	11,092.00
3. Other State Revenues	8300-8599	40,314.60	0.00%	40,315.00	0.00%	40,315.00
4. Other Local Revenues	8600-8799	80,000.00	0.00%	80,000.00	0.00%	80,000.00
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)		712,235.57	1.74%	724,624.00	2.41%	742,117.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				296,637.00		303,864.00
b. Step & Column Adjustment				7,227.00		7,408.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	296,637.00	2.44%	303,864.00	2.44%	311,272.00
2. Classified Salaries						
a. Base Salaries				109,918.00		112,530.00
b. Step & Column Adjustment				2,612.00		2,677.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	109,918.00	2.38%	112,530.00	2.38%	115,207.00
3. Employee Benefits	3000-3999	200,299.01	1.90%	204,102.00	1.51%	207,174.00
4. Books and Supplies	4000-4999	23,553.17	0.00%	23,553.00	0.00%	23,553.00
5. Services and Other Operating Expenditures	5000-5999	119,316.57	0.00%	119,316.00	0.00%	119,316.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	28,112.00	0.00%	28,112.00	0.00%	28,112.00
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	116,000.00	-100.00%	0.00	0.00%	0.00
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)		893,835.75	-11.45%	791,477.00	1.66%	804,634.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(181,600.18)		(66,853.00)		(62,517.00)

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)		855,736.87		674,136.69		607,283.69
2. Ending Fund Balance (Sum lines C and D1)		674,136.69		607,283.69		544,766.69
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	427,061.47		348,294.47		267,696.47
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	247,075.22		258,989.22		277,070.22
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		674,136.69		607,283.69		544,766.69
E. AVAILABLE RESERVES						
1. General Fund						
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	247,075.22		258,989.22		277,070.22
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	898,407.61		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)		1,145,482.83		258,989.22		277,070.22
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		128.15%		32.72%		34.43%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		362.84		359.08		363.46
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)						
		893,835.75		791,477.00		804,634.00
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)						
		893,835.75		791,477.00		804,634.00
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)						
		35,753.43		31,659.08		32,185.36
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)						
		87,000.00		87,000.00		87,000.00
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)						
		YES		YES		YES

Description	2023-24 Actual	2024-25 Budget	% Diff.
SELPA Name: Tulare County (CG)			
Date allocation plan approved by SELPA governance:			
I. TOTAL SELPA REVENUES			
A. Base Plus Taxes and Excess ERAF			
1. Base Apportionment			0.00%
2. Local Special Education Property Taxes			0.00%
3. Applicable Excess ERAF			0.00%
4. Total Base Apportionment, Taxes, and Excess ERAF	0.00	0.00	0.00%
B. Program Specialist/Regionalized Services Apportionment			0.00%
C. Program Specialist/Regionalized Services for NSS Apportionment			0.00%
D. Low Incidence Apportionment			0.00%
E. Out of Home Care Apportionment			0.00%
F. Extraordinary Cost Pool for NPS/LCI and NSS Mental Health Services Apportionment			0.00%
G. Adjustment for NSS with Declining Enrollment			0.00%
H. Grand Total Apportionment, Taxes and Excess ERAF (Sum lines A4 through G)	0.00	0.00	0.00%
I. Federal IDEA Local Assistance Grants - Preschool			0.00%
J. Federal IDEA - Section 619 Preschool			0.00%
K. Other Federal Discretionary Grants			0.00%
L. Other Adjustments			0.00%
M. Total SELPA Revenues (Sum lines H through L)	0.00	0.00	0.00%
II. ALLOCATION TO SELPA MEMBERS			
Tulare County Office of Education (CG00)			0.0%
Tulare Joint Union High (CG02)			0.0%
Cutler-Orosi Joint Unified (CG03)			0.0%
Visalia Unified (CG05)			0.0%
Earlimart Elementary (CG07)			0.0%
Tulare City Elementary (CG10)			0.0%
Lindsay Unified (CG11)			0.0%
Sundale Union Elementary (CG16)			0.0%
Burton Elementary (CG17)			0.0%
Woodville Union Elementary (CG23)			0.0%
Pixley Union Elementary (CG24)			0.0%
Kings River Union Elementary (CG25)			0.0%
Alpaugh Unified (CG27)			0.0%
Palo Verde Union Elementary (CG28)			0.0%
Terra Bella Union Elementary (CG33)			0.0%
Farmersville Unified (CG34)			0.0%
Dinuba Unified (CG35)			0.0%
Porterville Unified (CG36)			0.0%
Allensworth Elementary (CG37)			0.0%
Alta Vista Elementary (CG38)			0.0%
Buena Vista Elementary (CG39)			0.0%
Columbine Elementary (CG41)			0.0%
Ducor Union Elementary (CG42)			0.0%
Hope Elementary (CG43)			0.0%
Hot Springs Elementary (CG44)			0.0%
Liberty Elementary (CG45)			0.0%
Monson-Sultana Joint Union Elementary (CG46)			0.0%
Oak Valley Union Elementary (CG47)			0.0%

Description	2023-24 Actual	2024-25 Budget	% Diff.
Outside Creek Elementary (CG48)			0.0%
Pleasant View Elementary (CG49)			0.0%
Richgrove Elementary (CG50)			0.0%
Rockford Elementary (CG51)			0.0%
Saucelito Elementary (CG52)			0.0%
Sequoia Union Elementary (CG53)			0.0%
Springville Union Elementary (CG54)			0.0%
Stone Corral Elementary (CG55)			0.0%
Strathmore Union Elementary (CG56)			0.0%
Sunnyside Union Elementary (CG57)			0.0%
Three Rivers Union Elementary (CG58)			0.0%
Tipton Elementary (CG59)			0.0%
Traver Joint Elementary (CG60)			0.0%
Waukena Joint Union Elementary (CG61)			0.0%
Woodlake Unified (CG62)			0.0%
Exeter Unified (CG65)			0.0%
Blue Oak Academy (CGA04)			0.0%
Sycamore Valley Academy (CGA05)			0.0%
Valley Life Charter (CGA06)			0.0%
Total Allocations (Sum all lines in Section II) (Amount must equal Line I.M)	0.00	0.00	0.00%
Preparer Name: _____ Title: _____ Phone: _____			

Sequoia Union Elementary
Tulare County

Budget, July 1
2024-25
General Fund
Special Education Revenue
Allocations
Setup

54 72116 0000000
Form SEAS
F8BWSYZMWD(2024-25)

Current LEA:	54-72116-0000000 Sequoia Union Elementary	
Selected SELPA:	CG	(Enter a SELPA ID from the list below then save and close)
POTENTIAL SELPAS FOR THIS LEA	DATE APPROVED	
ID	SELPA-TITLE	(from Form SEA)
CG	Tulare County	

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	(668.00)				
Other Sources/Uses Detail					0.00	100,000.00		
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	(5,404.00)				
Other Sources/Uses Detail					100,000.00	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	6,072.00	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					0.00	100,000.00		
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					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					100,000.00	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	6,072.00	(6,072.00)	200,000.00	200,000.00	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	116,000.00		
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					116,000.00	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								

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
56 DEBT SERVICE FUND								
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	116,000.00	116,000.00		

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):	362.84	
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	23	33		
Charter School	316	312		
Total ADA	339	345	N/A	Met
Second Prior Year (2022-23)				
District Regular	41	41		
Charter School	318			
Total ADA	359	41	88.6%	Not Met
First Prior Year (2023-24)				
District Regular	41	41		
Charter School	318	324		
Total ADA	359	365	N/A	Met
Budget Year (2024-25)				
District Regular	41			
Charter School	321			
Total ADA	363			

1B. Comparison of District ADA to the Standard

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

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

2. **CRITERION: Enrollment**

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

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

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

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

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

Enrollment

Fiscal Year	Budget	CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2021-22)				
District Regular	38	38		
Charter School	346	346		
Total Enrollment	384	384	0.0%	Met
Second Prior Year (2022-23)				
District Regular	43	45		
Charter School	326	331		
Total Enrollment	369	376	N/A	Met
First Prior Year (2023-24)				
District Regular	38	38		
Charter School	330	330		
Total Enrollment	368	368	0.0%	Met
Budget Year (2024-25)				
District Regular	44			
Charter School	340			
Total Enrollment	384			

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	32	38	
Charter School	312	346	
Total ADA/Enrollment	344	384	89.6%
Second Prior Year (2022-23)			
District Regular	41	45	
Charter School	0	331	
Total ADA/Enrollment	41	376	10.9%
First Prior Year (2023-24)			
District Regular	32	38	
Charter School	324	330	
Total ADA/Enrollment	356	368	96.6%
Historical Average Ratio:			65.7%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			66.2%

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	41	44		
Charter School	321	340		
Total ADA/Enrollment	363	384	94.5%	Not Met
1st Subsequent Year (2025-26)				
District Regular	41	44		
Charter School	318	338		
Total ADA/Enrollment	359	382	94.0%	Not Met
2nd Subsequent Year (2026-27)				
District Regular	39	44		
Charter School	322	342		
Total ADA/Enrollment	361	386	93.5%	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)

We are projecting high ADA per current school year data. Another factor is that our enrollment has grown over the past 3 years and this is impacting our annual projections.

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)	364.90	362.84	362.84	362.84
b.	Prior Year ADA (Funded)		364.90	362.84	362.84
c.	Difference (Step 1a minus Step 1b)		(2.06)	0.00	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(.56%)	0.00%	0.00%
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		580,829.00	593,217.00	610,710.00
b1.	COLA percentage		1.07%	2.93%	3.08%
b2.	COLA amount (proxy for purposes of this criterion)		6,214.87	17,381.26	18,809.87
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)			.51%	2.93%	3.08%
LCFF Revenue Standard (Step 3, plus/minus 1%):			-0.49% to 1.51%	1.93% to 3.93%	2.08% to 4.08%

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)	691,758.00	691,758.00	691,758.00	691,758.00
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)	1,187,785.00	1,190,506.00	1,202,042.00	1,220,529.00
District's Projected Change in LCFF Revenue:		.23%	.97%	1.54%
LCFF Revenue Standard		-0.49% to 1.51%	1.93% to 3.93%	2.08% to 4.08%
Status:		Met	Not Met	Not Met

4C. Comparison of District LCFF Revenue to the Standard

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

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

Explanation:
(required if NOT met)

District takes conservative approach budgeting for LCFF revenue as enrollment has increased slightly.

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):	.51%	2.93%	3.08%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-9.49% to 10.51%	-7.07% to 12.93%	-6.92% to 13.08%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-4.49% to 5.51%	-2.07% to 7.93%	-1.92% to 8.08%

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)	63,923.22		
Budget Year (2024-25)	11,091.97	(82.65%)	Yes
1st Subsequent Year (2025-26)	11,092.00	0.00%	No
2nd Subsequent Year (2026-27)	11,092.00	0.00%	No

Explanation:
(required if Yes)

Expiration of ESSER funds Budgeted Year 2023-2024. ESSER Grants are set to expire in September of 2024. These changes are reflected in year 2024-2025 where all ESSER funds are excluded.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2023-24)	45,977.60		
Budget Year (2024-25)	40,314.60	(12.32%)	Yes
1st Subsequent Year (2025-26)	40,315.00	0.00%	No
2nd Subsequent Year (2026-27)	40,315.00	0.00%	No

Explanation:
(required if Yes)

Decreased revenue amounts per actuals.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2023-24)	80,000.00		
Budget Year (2024-25)	80,000.00	0.00%	No
1st Subsequent Year (2025-26)	80,000.00	0.00%	No
2nd Subsequent Year (2026-27)	80,000.00	0.00%	No

Explanation:
(required if Yes)

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

First Prior Year (2023-24)	83,301.21		
Budget Year (2024-25)	23,553.17	(71.73%)	Yes
1st Subsequent Year (2025-26)	23,553.00	0.00%	No
2nd Subsequent Year (2026-27)	23,553.00	0.00%	No

Explanation:
(required if Yes)

2023-2024 grant revenue that is set to expire in September 2024. 2024-2025 budgets and beyond have been adjusted down to exclude grant funds included in 2023-2024 budget.

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

First Prior Year (2023-24)	168,681.00		
Budget Year (2024-25)	119,316.57	(29.26%)	Yes
1st Subsequent Year (2025-26)	119,316.00	0.00%	No
2nd Subsequent Year (2026-27)	119,316.00	0.00%	No

Explanation:
(required if Yes)

2023-2024 grant revenue that is set to expire in September 2024. 2024-2025 budgets and beyond have been adjusted down to exclude grant funds included in 2023-2024 budget.

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)	189,900.82		
Budget Year (2024-25)	131,406.57	(30.80%)	Not Met
1st Subsequent Year (2025-26)	131,407.00	0.00%	Met
2nd Subsequent Year (2026-27)	131,407.00	0.00%	Met

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

First Prior Year (2023-24)	251,982.21		
Budget Year (2024-25)	142,869.74	(43.30%)	Not Met
1st Subsequent Year (2025-26)	142,869.00	0.00%	Met
2nd Subsequent Year (2026-27)	142,869.00	0.00%	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)

Expiration of ESSER funds Budgeted Year 2023-2024. ESSER Grants are set to expire in September of 2024. These changes are reflected in year 2024-2025 where all ESSER funds are excluded.

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

Decreased revenue amounts per actuals.

Explanation:
Other Local Revenue
(linked from 6B
if NOT met)

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

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

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

2023-2024 grant revenue that is set to expire in September 2024. 2024-2025 budgets and beyond have been adjusted down to exclude grant funds included in 2023-2024 budget.

2023-2024 grant revenue that is set to expire in September 2024. 2024-2025 budgets and beyond have been adjusted down to exclude grant funds included in 2023-2024 budget.

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)	870,600.74			
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	870,600.74	26,118.02	67,000.00	Met

¹ Fund 01, Resource 8150, Objects 8900-8999

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

Explanation:
(required if NOT met
and Other is marked)

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

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

☐ Other (explanation must be provided)

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	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	0.00	0.00	898,407.61
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	791,843.93	593,228.91	378,776.79
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	791,843.93	593,228.91	1,277,184.40
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	2,432,472.20	952,790.12	1,037,178.33
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)	2,432,472.20	952,790.12	1,037,178.33
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	32.6%	62.3%	123.1%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	10.9%	20.8%	41.0%

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)	(1,438,928.01)	2,121,198.13	67.8%	Not Met
Second Prior Year (2022-23)	(198,615.02)	648,910.87	30.6%	Not Met
First Prior Year (2023-24)	(216,452.12)	777,686.12	27.8%	Met
Budget Year (2024-25) (Information only)	(131,701.57)	734,432.57		

8C. Comparison of District Deficit Spending to the Standard

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

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

Explanation:
(required if NOT met)

The District has made steps to address the deficit spending in prior years. We will continue to evaluate expenditures in SY 2024-2025 and make recommendations based on scenario planning to reduce deficit spending in subsequent years.

9. CRITERION: Fund and Cash Balances

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

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

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

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

District's Fund Balance Standard Percentage Level:

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

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

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level	Status
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	
Third Prior Year (2021-22)	1,002,276.00	2,232,771.94	N/A	Met
Second Prior Year (2022-23)	901,704.52	793,843.93	12.0%	Not Met
First Prior Year (2023-24)	601,676.03	595,228.91	1.1%	Met
Budget Year (2024-25) (Information only)	378,776.79			

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

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

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

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

Explanation:
(required if NOT met)

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

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

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

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)		Status
Current Year (2024-25)	446,157.37		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.)	363	359	363
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)
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)	893,835.75	791,477.00	804,634.00
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)	893,835.75	791,477.00	804,634.00
4. Reserve Standard Percentage Level	4%	4%	4%
5. Reserve Standard - by Percent (Line B3 times Line B4)	35,753.43	31,659.08	32,185.36
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)		87,000.00	87,000.00	87,000.00

10C. Calculating the District's Budgeted Reserve Amount

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

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	0.00		
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	247,075.22	258,989.22	277,070.22
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)	898,407.61		
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	1,145,482.83	258,989.22	277,070.22
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	128.15%	32.72%	34.43%
District's Reserve Standard (Section 10B, Line 7):		87,000.00	87,000.00	87,000.00
Status:		Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

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

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

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

S1. Contingent Liabilities

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

No

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

S2. Use of One-time Revenues for Ongoing Expenditures

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

No

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

S3. Use of Ongoing Revenues for One-time Expenditures

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

No

- 1b. If Yes, identify the expenditures:

S4. Contingent Revenues

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

No

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

S5. Contributions

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

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

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

District's Contributions and Transfers Standard:

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

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

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

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2023-24)	(109,277.00)			
Budget Year (2024-25)	(67,000.00)	(42,277.00)	(38.7%)	Not Met
1st Subsequent Year (2025-26)	0.00	(67,000.00)	(100.0%)	Not Met
2nd Subsequent Year (2026-27)	0.00	0.00	0.0%	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)	100,000.00			
Budget Year (2024-25)	116,000.00	16,000.00	16.0%	Met
1st Subsequent Year (2025-26)	0.00	(116,000.00)	(100.0%)	Not Met
2nd Subsequent Year (2026-27)	0.00	0.00	0.0%	Met
1d. Impact of Capital Projects				
Do you have any capital projects that may impact the general fund operational budget?				No

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

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

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

- 1a. 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)

2024-25 CONTRIBUTION FROM UNRESTRICTED TO RESTRICTED TO COVER EXPENSES. WE ARE NOT PROJECTING TO MAKE CONTRIBUTIONS IN 2025-26.

- 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)

TRANSFER OF \$116,000 TO COVER OPERATIONAL EXPENSES.

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

Project Information:

(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?

(If No, skip item 2 and Sections S6B and S6C)

Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years	SACS Fund and Object Codes Used For:		Principal Balance
	Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	as of July 1, 2024
Leases	4	UNRESTRICTED GENERAL FUND & CHARTER FUND.	01, 09, 7438 & 7439	149,673
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

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

TOTAL:				149,673

Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2023-24)	(2024-25)	(2025-26)	(2026-27)
	Annual Payment	Annual Payment	Annual Payment	Annual Payment
	(P & I)	(P & I)	(P & I)	(P & I)
Leases	31,128	31,128	31,128	31,128
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	31,128	31,128	31,128	31,128
Has total annual payment increased over prior year (2023-24)?	No	No	No	No

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

DATA ENTRY: Enter an explanation if Yes.

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

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

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?

b. Do benefits continue past age 65?

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?

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

Self-Insurance Fund

Governmental Fund

4.

OPEB Liabilities

a. Total OPEB liability

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

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?

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

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)

0.00

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

d. Number of retirees receiving OPEB benefits

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2024-25)

(2025-26)

(2026-27)

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	22	21	21	21

Certificated (Non-management) Salary and Benefit Negotiations

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

No

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

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

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

2024-2025 SCHOOL YEAR NEGOTIATIONS ARE SCHEDULED TO BEGIN IN THE FALL OF 2024.

Negotiations Settled

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

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

If Yes, date of Superintendent and CBO certification:

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

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2024-25)

(2025-26)

(2026-27)

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

No

No

No

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

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

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

Negotiations Not Settled

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

21788

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

7. Amount included for any tentative salary schedule increases

0

0

0

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

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

1. Are costs of H&W benefit changes included in the budget and MYPs?

Yes

No

No

2. Total cost of H&W benefits

\$363,480

3. Percent of H&W cost paid by employer

96.0%

4. Percent projected change in H&W cost over prior year

2.5%

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

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

Certificated (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?

Yes

Yes

Yes

2. Cost of step & column adjustments

\$7,046

\$7,227

\$7,407

3. Percent change in step & column over prior year

2.5%

2.5%

2.5%

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

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

1. Are savings from attrition included in the budget and MYPs?

No

No

No

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

No

No

No

Certificated (Non-management) - Other

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

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

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

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of classified(non - management) FTE positions	1.8	1.5	1.5	1.5

Classified (Non-management) Salary and Benefit Negotiations

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

No

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

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

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

N/A

Negotiations Settled

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

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

If Yes, date of Superintendent and CBO certification:

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

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2024-25)

(2025-26)

(2026-27)

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

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

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

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

Negotiations Not Settled

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

\$10,430

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

7. Amount included for any tentative salary schedule increases

0 0 0

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?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Yes	No	No
\$276,804		
96.0%		
2.5%		

Classified (Non-management) Prior Year Settlements

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

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

If Yes, explain the nature of the new costs:

No		
----	--	--

Classified (Non-management) Step and Column Adjustments

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

Yes	Yes	Yes
\$2,546	\$2,612	\$2,677
2.5%	2.5%	2.5%

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

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

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

No	No	No
No	No	No

Classified (Non-management) - Other

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

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

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

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of management, supervisor, and confidential FTE positions	1.0	1.0	1.0	1.0

Management/Supervisor/Confidential

Salary and Benefit Negotiations

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

N/A

If Yes, complete question 2.

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

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

Negotiations Settled

2. Salary settlement:

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

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

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

Negotiations Not Settled

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

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

4. Amount included for any tentative salary schedule increases

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Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

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

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

Management/Supervisor/Confidential

Step and Column Adjustments

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

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

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

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

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

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

Yes
Jun 20, 2024

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.
DATA ENTRY: Click the appropriate Yes or No button.
Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

ADDITIONAL FISCAL INDICATORS

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

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

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

Comments:
(optional)

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End of School District Budget Criteria and Standards Review



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.2 Approve the 2023-2024 District LCAP Annual Update

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sequoia Union Elementary School District	Ken Horn Superintendent/Principal	kenhorn@sequoiaunion.org (559) 564-2106

Goals and Actions

Goal

Goal #	Description
1	All students will increase achievement in Mathematics, English Language Arts and Science through targeted and comprehensive academic support. (State Priorities 2, 3 & 7)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA wide performance on the CAASPP	<p>Note: Due to the small size of the elementary school, these baseline numbers have been established using LEA wide data. If only elementary data are used, subgroup data does not populate due to suppression to protect privacy.</p> <p>All Students 2018-2019 50.27% met or exceeded standard for ELA 34.39% met or exceeded standard for Math 42.86% met or exceeded standard for Science</p>	<p>LEA Wide CAASPP Performance 2020-2021</p> <p>All Students 2020-2021 39.25% met or exceeded standard for ELA 30.05% met or exceeded standard for Math</p> <p>The CAST test was not given in 20-21</p> <p>English Learners 2020-2021 9.09% met or exceeded standard for ELA 0.00% met or exceeded standard for Math</p>	<p>LEA Wide CAASPP Performance 21-22</p> <p>All Students 2021-2022 38.96% met or exceeded standard for ELA 30.30% met or exceeded standard for Math 41.34% met or exceeded standard for Science</p> <p>English Learners 2021-2022 0.00% met or exceeded standard for ELA 0.00% met or exceeded standard for Math</p> <p>Data in Science is not available because 10</p>	<p>LEA Wide CAASPP Performance 22-23</p> <p>All Students 2022-2023 42.91% met or exceeded standard for ELA 40.25% met or exceeded standard for Math 38.10% met or exceeded standard for Science</p> <p>English Learners 2022-2023 9.52% met or exceeded standard for ELA 9.52% met or exceeded standard for Math</p> <p>Data in Science is not available because 10</p>	<p>All students metric will grow by 3% a year in ELA and Math. 2% a year in Science.</p> <p>English Learner Metric will improve by 1% a year.</p> <p>Hispanic/Latino Students will improve by 2% a year</p> <p>Socioeconomically Disadvantaged students will improve their scores by 2% a year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learners 2018-2019 7.69% met or exceeded standard for ELA 0.0% met or exceeded standard for Math</p> <p>Hispanic/Latino Students 2018-2019 39.68% met or exceeded standard for ELA 20.63% met or exceeded standard for Math 35.71% met or exceeded standard for Science</p> <p>Socioeconomically Disadvantaged 2018-2019 38.75% met or exceeded standard for ELA 18.75% met or exceeded standard for Math 33.34% met or exceeded standard for Science</p>	<p>Hispanic/Latino Students 2020-2021 17.19% met or exceeded standard for ELA 7.69% met or exceeded standard for Math</p> <p>Socioeconomically Disadvantaged 2020-2021 27.77% met or exceeded standard for ELA 12.22% met or exceeded standard for Math</p>	<p>or fewer students were tested.</p> <p>Hispanic/Latino Students 2021-2022 20.00% met or exceeded standard for ELA 7.14% met or exceeded in Math 25% met or exceeded the standard for Science</p> <p>Socioeconomically Disadvantaged 2021-2022 25.77% met or exceeded standard for ELA 18.55% met or exceeded standard for Math 25.01% met or exceeded the standard in Science</p>	<p>or fewer students were tested.</p> <p>Hispanic/Latino Students 2022-2023 25.67% met or exceeded standard for ELA 14.66% met or exceeded standard in Math 10.35% met or exceeded the standard for Science</p> <p>Socioeconomically Disadvantaged 2022-2023 27.19% met or exceeded standard for ELA 21.35% met or exceeded standard for Math 17.95% met or exceeded the standard in Science</p>	
Teacher credential status	All teachers are fully credentialed.	21-22 All teachers are fully credentialed.	22-23 All teachers are fully credentialed.	23-24 All teachers are fully credentialed.	All teachers are fully credentialed.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC proficiency	<p>Note: Due to the small size of the elementary school, these baseline numbers have been established using LEA wide data. If only elementary data are used, subgroup data does not populate due to suppression to protect privacy.</p> <p>26.32% of English Language Learners scored proficient on the ELPAC in 2018-2019</p>	LEA wide 5.71% of English Language Learners scored proficient on the ELPAC in 2020-2021 (Level 4)	LEA wide 3.13% of English Language Learners scored proficient on the ELPAC in 2021-2022 (Level 4)	LEA wide 16.67% of English Language Learners scored proficient on the ELPAC in 2022-2023 (Level 4)	32% of English Language Learners will score proficient on the ELPAC.
LEA wide reclassification of English Language Learners	LEA wide two English Learners were Reclassified Fluent English Proficient for the 2019-2020 school year, for a reclassification rate of 7%	LEA wide no students were Reclassified Fluent English Proficient for the 2020-2021 school year	LEA wide one English Learner was Reclassified Fluent English Proficient for the 2021-2022 school year for a reclassification rate of 2.8%	LEA wide two English Learners were Reclassified Fluent English Proficient for the 2022-2023 school year for a reclassification rate of 7.1%	English Language Learners will be reclassified at a rate of 12% a year.
Benchmark growth of students identified for intervention with the Student Success Center	Baseline will be established at the beginning of Year 1 through initial administration of local assessments.	80% of Elementary School students who received services from the Student Success Center increased their scores on the iReady ELA benchmark from fall 21 to spring 22.	<p>Note: This year, this metric was only measured LEA wide</p> <p>85% of students who received services from the Student Success Center increased their scale scores on the</p>	<p>LEA wide:</p> <p>76% of students served by the Student Success Center have shown growth from the fall iReady ELA benchmark to the spring benchmark</p>	Students in the Intervention program will move up one RTI tier per year in the program.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		60% of students who received services during the 21-22 school year improved their ELA scores by at least one full grade level.	<p>iReady ELA benchmark from fall 22 to spring 23</p> <p>46% of students who received services during the 22-23 school year improved their ELA scores by one grade level on the iReady benchmark assessment.</p> <p>13% of students who received services during the 22-23 school year improved their ELA scores on the iReady benchmark assessment by two or more grade levels.</p>	<p>during the 23-24 school year.</p> <p>43% of students who received services met their annual typical growth goals for the 23-24 school year, moving up one or more grade levels from the fall assessment to the spring assessment.</p> <p>10% of students who received services during the 22-23 school year improved their ELA scores on the iReady benchmark assessment by two or more grade levels.</p>	
Training in core curriculum programs	<p>Note: original baseline data was incorrect as it referenced the LEA's charter school, not the elementary. Revised baseline data is as follows:</p> <p>100% of teachers in the Sequoia Union Elementary School have been fully</p>	21-22 100% of teachers in the Sequoia Union Elementary School have been fully trained in core curriculum programs.	22-23 100% of teachers in the Sequoia Union Elementary School have been fully trained in core curriculum programs.	23-24 100% of teachers in the Sequoia Union Elementary School have been fully trained in core curriculum programs.	All teachers will be trained in core curriculum programs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	trained in core curriculum programs.				
Locally administered benchmark assessments	<p>20-21 Renaissance STAR Consolidated Status Report Grade 8 Math: IN: 759; W: 710 Change: -49 Grade 8 Reading: IN; 672 W: 631 Change: -41</p> <p>20-21 Renaissance STAR Consolidated Assessment Proficiency Report Reading Proficiency: Grade 8: At/Above #: 5 %: 24%; Grade 8: Below #: 16; %: 76% Math Proficiency: Grade 8: At/Above #: 6 %: 26% Grade 8: Below #: 17 %: 74%</p>	<p>Note: Due to a change in benchmark assessment programs, Year 1 iReady Diagnostic will serve as the baseline for locally administered assessments.</p> <p>iReady Diagnostic Overall Placement Fall 21 to Spring 22</p> <p>*Mid/Above Grade Level Reading Fall 6% Spring 23% Math Fall 3% Spring 19%</p> <p>*Early on Grade Level Reading Fall 26% Spring 32% Math Fall 6% Spring 25%</p> <p>*One Grade Level Below Reading Fall 19% Spring 19% Math Fall 50% Spring 25%</p>	<p>Sequoia Union Elementary iReady Diagnostic Overall Placement Fall 22 to Spring 23</p> <p>*Mid/Above Grade Level Reading Fall 18% Spring 29% Math Fall 13% Spring 36%</p> <p>*Early on Grade Level Reading Fall 18% Spring 29% Math Fall 8% Spring 23%</p> <p>*One Grade Level Below Reading Fall 21% Spring 24% Math Fall 33% Spring 15%</p> <p>*Two Grade Levels Below Reading Fall 8% Spring 3% Math Fall 23% Spring 10%</p>	<p>Sequoia Union Elementary iReady Diagnostic Overall Placement Fall 23 to Spring 24</p> <p>*Mid/Above Grade Level Reading Fall 29% Spring 39% Math Fall 6% Spring 13%</p> <p>*Early on Grade Level Reading Fall 13% Spring 19% Math Fall 16% Spring 26%</p> <p>*One Grade Level Below Reading Fall 26% Spring 6% Math Fall 45% Spring 29%</p> <p>*Two Grade Levels Below Reading Fall 3% Spring 3% Math Fall 10% Spring 6%</p>	<p>Decrease the percentage of students in the Two and Three Grade Levels Below categories in both ELA and Math from fall to spring within each school year, and from spring of one year to spring of the next year (i.e. Three or More Grade Levels Below in Reading decreased from 23% in the Spring of 22 to 16% in Spring of 23).</p> <p>Increase the percentage of students in the Mid/Above Grade Level and Early on Grade Level categories in both ELA and Math from fall to spring within each school year, and from spring of one year to spring of the next year. This will indicate sustained growth over time.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>*Two Grade Levels Below Reading Fall 10% Spring 3% Math Fall 6% Spring 16%</p> <p>*Three or More Grade Levels Below Reading Fall 39% Spring 23% Math Fall 34% Spring 16%</p>	<p>*Three or More Grade Levels Below Reading Fall 34% Spring 16% Math Fall 23% Spring 15%</p>	<p>*Three or More Grade Levels Below Reading Fall 29% Spring 32% Math Fall 23% Spring 26%</p>	
Annual LEA survey of parents - questions about school climate and communication	<p>81% of parents are comfortable contacting school staff if they have a concern</p> <p>74% of parents say that communication is frequent, clear and two-way</p>	<p>In the 21-22 survey:</p> <p>96% of parents agreed that school staff treats them with respect.</p> <p>74% of parents say that school staff takes their concerns seriously.</p> <p>88% of parents agreed that school staff responds to their needs in a timely manner.</p>	<p>In the 22-23 survey:</p> <p>98% of parents agreed that school staff treats them with respect.</p> <p>90% of parents say that school staff takes their concerns seriously.</p> <p>95% of parents agreed that school staff responds to their needs in a timely manner.</p>	<p>In the 23-24 survey:</p> <p>92% of parents agreed that school staff treats them with respect.</p> <p>67% of parents agreed that school staff takes their concerns seriously.</p> <p>84% of parents agreed that school staff responds to their needs in a timely manner.</p>	<p>85% of surveyed parents will report that they are comfortable contacting school staff (or similar question).</p> <p>80% of parents will report that communication is frequent, clear and two-way (or similar question).</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual LEA survey of parents - questions about programs for unduplicated pupils and students with exceptional needs	<p>80% of parents of unduplicated pupils stated positive satisfaction with their role in school decisions that impact their student.</p> <p>75% of parents of exceptional needs students stated positive satisfaction with their role in school decisions that impact their student</p>	<p>Note: the name of the 21-22 survey to Parents is the CORE Parent/Family Survey</p> <p>95% of parents surveyed in 21-22 who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction with the services their students receives.</p> <p>95% of parents surveyed in 21-22 who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction with their role in educational decisions that impact their student.</p>	<p>88% of parents surveyed in 22-23 who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction with the services their student receives.</p> <p>90% of parents surveyed in 22-23 who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction with their role in educational decisions that impact their student.</p>	<p>83% of parents surveyed in 23-24 who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction with the services or accommodations their student receives.</p> <p>100% of parents surveyed in 23-24 who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction with their role in educational decisions that impact their student.</p>	<p>85% of parents of unduplicated pupils will state positive satisfaction with their role in school decisions that impact their student.</p> <p>80% of parents of exceptional needs students will state positive satisfaction with their role in school decisions that impact their student.</p>
Students enrolled in a Broad Course of Study, including Unduplicated Pupils	100% of students surveyed in grades 4-8 are enrolled in a broad course of study.	In 21-22 100% of students in grades 4-8 will continue to be	In 22-23 100% of students in grades 4-8 will continue to be	In 23-24 100% of students in grades 4-8 will continue to be	100% of students in grades 4-8 will continue to be enrolled in a broad course of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and students with exceptional needs		enrolled in a broad course of study.	enrolled in a broad course of study.	enrolled in a broad course of study.	
Appropriate assignment of teachers in the subject areas, and, for the pupils they are teaching	All teachers are appropriately assigned.	21-22 All teachers are appropriately assigned.	22-23 All teachers are appropriately assigned.	23-24 All teachers are appropriately assigned.	All teachers are appropriately assigned
Implementation of State Board Academic Content and Performance Standards, including ELD Standards, for all students	<p>Progress in Implementation of academic standards adopted by the State Board of Education for all students 20-21.</p> <p>ELA - 3 Initial Implementation</p> <p>Math - 3 Initial Implementation</p> <p>Science - 3 Initial Implementation</p> <p>History/Social Science - 3 Initial Implementation</p> <p>ELD - 3 Initial Implementation</p> <p>Physical Education - 3 Initial Implementation</p>	<p>Progress in Implementation of academic standards adopted by the State Board of Education for all students 21-22.</p> <p>ELA - 4 Full Implementation</p> <p>Math - 4 Full Implementation</p> <p>Next Generation Science Standards - 3 Initial Implementation .</p> <p>History/Social Science - 3 Initial Implementation</p> <p>ELD - 3 Initial Implementation</p>	<p>Progress in Implementation of academic standards adopted by the State Board of Education for all students 22-23.</p> <p>ELA - 4 Full Implementation</p> <p>Math - 4 Full Implementation</p> <p>Next Generation Science Standards - 3 Initial Implementation .</p> <p>History/Social Science - 3 Initial Implementation</p> <p>ELD - 3 Initial Implementation</p>	<p>Implementation of State Board Academic Content and Performance Standards has not yet been determined for 23-24</p> <p>ELA - Implementation</p> <p>Math - Implementation</p> <p>Next Generation Science Standards - Implementation</p> <p>History/Social Science - Implementation</p> <p>ELD - Implementation</p> <p>Physical Education - Implementation</p>	<p>Outcome: Growth by one level on the Self-Reflection Tool Rating Scale.</p> <p>ELA - 5 Full Implementation and sustainability</p> <p>Math - 5 Full Implementation and sustainability</p> <p>Next Generation Science Standards - 4 Full Implementation .</p> <p>History/Social Science - 4 Full Implementation</p> <p>ELD - 4 Full Implementation</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	World Language - 1 Exploration and Research Phase Health Education - 3 Initial Implementation Visual and Performing Arts - Exploration and Research Phase - 1 Career Technical Education - 1 Exploration and Research	Physical Education - 4 Initial Implementation World Language - 1 Exploration and Research Phase Health Education - 3 Initial Implementation Visual and Performing Arts - 3 Initial Implementation Career Technical Education - 3 Initial Implementation	Physical Education - 4 Full Implementation World Language - 1 Exploration and Research Phase Health Education - 3 Initial Implementation Visual and Performing Arts - 3 Initial Implementation Career Technical Education - 3 Initial Implementation	World Language - 1 Exploration and Research Phase Health Education - Implementation Visual and Performing Arts - Implementation Career Technical Education - Implementation	Physical Education - 5 Full Implementation and sustainability World Language - 2 Beginning Development Health Education - 4 Full Implementation Visual and Performing Arts - 4 Full Implementation Career Technical Education - 4 Full Implementation
Progress toward English proficiency as measured by the ELPAC	26.32% of English Language Learners scored proficient on the ELPAC in 2018-2019	LEA wide 5.71% of English Language Learners scored proficient on the ELPAC in 2020-2021 (Level 4, Well Developed) Level 1 Minimally Developed 20-21: 8.57% Level 2 Somewhat Developed 20-21: 42.86%	LEA wide 3.13% of English Language Learners scored proficient on the ELPAC in 2021-2022 (Level 4, Well Developed) Level 1 Minimally Developed 21-22: 3.13% Level 2 Somewhat Developed 21-22: 37.50%	LEA wide 16.67% of English Language Learners scored proficient on the ELPAC in 2022-2023 (Level 4, Well Developed) Level 1 Minimally Developed 22-23: 10.00% Level 2 Somewhat Developed 22-23: 36.67%	32% of English Language Learners will score proficient on the ELPAC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Level 3 Moderately Developed 20-21: 42.86%	Level 3 Moderately Developed 21-22: 56.25%	Level 3 Moderately Developed 22-23: 36.67%	
Annual LEA survey of students and parents - questions about overall satisfaction	<p>53% of students surveyed in grades 4-8 answered that they liked school.</p> <p>61% of parents surveyed answered that their child enjoys coming to school.</p>	<p>On the 21-22 student and parent surveys:</p> <p>64% of students surveyed in grades 4-8 answered that in general they like school Often or Almost All of the time.</p> <p>93% of parents surveyed agreed with the statement, "My child enjoys coming to school."</p>	<p>On the 22-23 student and parent surveys:</p> <p>61% of students surveyed in grades 4-8 answered that in general they like school Often or Almost All of the time.</p> <p>92% of parents surveyed agreed with the statement, "My child enjoys coming to school."</p>	<p>On the 23-24 student and parent surveys:</p> <p>51% of students surveyed in grades 4-8 answered that in general they like school Often or Almost All of the Time</p> <p>76% of parents surveyed agreed with the statement, "My child enjoys coming to school."</p>	<p>65% of surveyed students will report that they like school (or similar question).</p> <p>75 % of surveyed parents will report that their child likes coming to school (or similar question).</p>

Goal Analysis

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 0 - No Implementation; 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress toward meeting the Broad Goal: The LEA will increase achievement in Mathematics, English Language Arts and Science through targeted and comprehensive academic support.

Action 1.1 - Student Success Center

Metric: 76% of students served by the Student Success Center have shown growth from the fall iReady ELA benchmark to the spring benchmark during the 23-24 school year.

Implementation Status: 4 - Full Implementation. The LEA will allow for staff salaries to continue an intervention program using the Response to Intervention model to assist students in recouping pandemic related learning loss in both ELA and Mathematics. The action also addresses the requirements of ATSI.

There were no substantive differences in planned action compared to the actual implementation.

Action 1.2 - Training in Core Programs

Metric: Sign-In Sheets from Staff Trainings in Core Programs

Implementation Status: 4 - Full Implementation. The LEA will provide training to teachers in core curriculum products. This training will ensure that our teachers are familiar with all of the resources that are available to them to address their students varying needs.

There were no substantive differences in planned action compared to the actual implementation.

Action 1.3 - Curriculum Adoption

Metric: 23-24 - 0% of students lacking curriculum instructional materials

Implementation Status: 4 - Full Implementation. The LEA will provide an ongoing purchase of ELA, Math and social studies curriculum.

There were no substantive differences in planned action compared to the actual implementation.

Action 1.4 - Learning Director/Coach 1 and 2

Metric: 23-24 - 100% of all Teachers who were not fully credentialed received mentorship and training from Learning Directors.

Implementation Status: 4 - Full Implementation. The LEA will provide two Learning Director/Coach positions to assist teachers with creating curriculum maps and pacing guides, facilitate Professional Learning Communities, mentor new teachers, and help establish a model of continuous improvement on our campus. The Learning Director/Coach will also provide supports to teachers in interpreting assessment data and using that data to guide their instruction. These positions will also assist the Superintendent/Principal with select administrator duties such as 504 meetings and implementation of CAASPP Summative and Smarter Balanced Interim Assessments. This is an action that addresses the requirements of ATSI.

There were no substantive differences in planned action compared to the actual implementation.

Action 1.5 - English Language Development Training for all Teachers

Metric: 23-24 LEA wide 16.67% of English Language Learners scored proficient on the ELPAC in 2022-2023 (Level 4) - Sign-in Sheets at TCOE Title III ELD Consortium Training

Implementation Status: 3 - Initial Implementation. The LEA continues to partner with Tulare County Office of Education (TCOE) through our Title III ELD Consortium and this allows our teachers to receive additional training and guidance as they work to support English Learners in the classroom. Title III funds incurred by the LEA go directly into the consortium. This is an action that addresses the requirements of ATSI.

There were no substantive differences in planned action compared to the actual implementation.

Action 1.6 - ELD Coordinator:

Metric: 23-24 LEA wide 16.67% of English Language Learners scored proficient on the ELPAC in 2022-2023 (Level 4) - LEA wide two English Learners were Reclassified Fluent English Proficient for the 2022-2023 school year for a reclassification rate of 7.1%

Implementation Status: 4 - Full Implementation. The LEA provides an English Language Development Coordinator to conduct intensive small group work with English Learners as well as maintain relationships with Spanish speaking families. The EL Coordinator manages yearly initial and summative ELPAC testing as well as the process re re-designating students. This action addresses the requirements of ATSI. There were no substantive differences in planned action compared to the actual implementation.

Action 1.7 - Curriculum & Assessment Coordinator

Metric: 23-24 - 0% of students lacking curriculum instructional materials - LEA Wide CAASPP Performance 22-23 All Students 2022-2023: 42.91% met or exceeded standard for ELA; 40.25% met or exceeded standard for Math; 38.10% met or exceeded standard for Science

Implementation Status: 4 - Full Implementation. The LEA provides a Curriculum & Assessment Coordinator that helps facilitate new adoptions, manages curriculum subscriptions, rosters and maintains connections with online curriculum platforms, and schedules training and professional development related to current curriculum. This position also serves as LEA coordinator for CAASPP Summative and Smarter Balanced Interim Assessments as well as ELPAC.

There were no substantive differences in planned action compared to the actual implementation.

Action 1.8 - Response to Intervention Supplemental Curricular Materials and Programs

Metric: LEA Local Benchmark Data: Mid/Above Grade Level: Reading: 39% and Math 13%; *Early on Grade Level Reading: 19% and Math 26%; One Grade Level Below: Reading: 6% and Math 29%; Two Grade Levels Below: Reading: 3% and Math 6%; Three or More Grade Levels Below: Reading: 32% and Math 26%

Implementation Status: 4 - Full Implementation. The LEA provides computer based programs that allow for internal benchmark testing and individualized digital instruction to address learning gaps in areas and individualized digital instruction to address learning gaps in areas identified by those benchmarks. This supplemental intervention will complement and augment the core program offered in the Student Success Center. This action addresses the requirements of ATSI.

There were no substantive differences in planned action compared to the actual implementation.

Action 1.9 - Response To Intervention Supplemental Curriculum Training

Metric: Sign-in Sheets for RTI Supplemental Curriculum Training

Implementation Status: 4 - Full Implementation. The LEA provides training in the products purchased for supplemental RTI so teachers and support staff can use the programs and the data they provide to inform their instruction of unduplicated pupils.

There were no substantive differences in planned action compared to the actual implementation.

Action 1.10 - Classified Personnel

Metric: A Classified personnel staff member provides response to intervention for students on an IEP or 504 in the Sequoia Union Elementary School.

Implementation Status: 4 - Full Implementation. The LEA provides classified salaries for paraprofessionals to support unduplicated students in all academic areas. This action addresses the requirements of ATSI.

There were no substantive differences in planned action compared to the actual implementation.

Action 1.11 - Retention of Highly Qualified Teachers

Implementation Status: 0 - No Implementation. The LEA had provided funds to retain highly qualified teachers to support quality education and academic achievement for unduplicated pupils, but ultimately benefiting all students. THIS ACTION HAS BEEN DISCONTINUED. This was a one time Action coming out of COVID and was an attempt to retain highly qualified teachers. This Action was discontinued and will not carry over into the new three year LCAP cycle.

Action 1.12 - Off-Site Training and Conferences

Metric: Sign-in Sheet from Off-Site Trainings and Conferences.

Implementation Status: 3 - Initial Implementation. The LEA provides supplemental professional training and conferences to continue to develop staff expertise in their assigned subject matter/grade level and increase organizational capacity. There were no substantive differences in planned action compared to the actual implementation.

Action 1.13 - Response to Intervention Core Curriculum Training

Metric: Sign-in Sheets from RTI Core Curriculum Trainings.

Implementation Status: 3 - Initial Implementation. The LEA provides training for the Student Success Center Teacher, classroom teachers and associated paraprofessionals in the ELA and Math curriculum that will be used for pull out small group intervention. Currently the Cullinan Orton Gillingham program. There were no substantive differences in planned action compared to the actual implementation.

Action 1.14 - Edgenuity Online Learning Platform

Metric: Student attendance data from students placed into Independent Study.

Implementation Status: 4 - Fully Implemented. The LEA provides Comprehensive online learning platform for use with independent study students. Edgenuity provides equitable educational opportunities for students who due to illness or extreme habitual unruly behavior are unable to successfully attend in-person classes. There were no substantive differences in planned action compared to the actual implementation.

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

Action 1.1 - Student Success Center: -62%

Expenditures were projected at \$2,600.72, and Estimated Actual Expenditures are projected at \$1,00.95. Material differences were a result of changes in funding to address the current year deficit.

Action 1.6 - ELD Coordinator: -80%

Expenditures were projected at \$11,296.65, and Estimated Actual Expenditures are projected at \$2,244.71. Material differences were a result of staffing changes for this position. Position changed from certificated to classified. This resulted in a considerably lower expense.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 - Not Effective; 2 - Somewhat Effective; 3 - Effective.

The actions outline in Goal One supported progress toward meeting the Broad Goal The LEA will increase achievement in Mathematics, English Language Arts and Science through targeted and comprehensive academic support.

Action(s): Action 1.1 - Student Success Center

Effectiveness of Action(s): 3 - Effective

Metric(s): 76% of students served by the Student Success Center have shown growth from the fall iReady ELA benchmark to the spring benchmark during the 23-24 school year.

Analysis Statement: In 2023 Sequoia Union's Student Success Center showed that the reading interventions that are provided in the SSC are having a positive impact on closing learning gaps and helping students show academic growth on LEA benchmarks and on CAASPP assessments.

Action(s): Action 1.2 - Training in Core Programs

Effectiveness of Action(s): 2 Somewhat Effective

Metric(s): Sign-In Sheets from Staff Trainings in Core Programs

Analysis Statement: Not all Core programs received a training this school year.

Action(s): Action 1.3 - Curriculum Adoption

Effectiveness of Action(s): 2 Somewhat Effective

Metric(s): 23-24 - 0% of students lacking curriculum instructional materials

Analysis Statement: Some of our adoptions of curriculum are getting older and it will be time to adopt new Math and ELA curriculum soon. All students have access to the current adopted curriculum in all academic subjects.

Action(s): Action 1.4 - Learning Director/Coach 1 and 2

Effectiveness of Action(s): 3 - Effective

Metric(s): 23-24 - 100% of all Teachers who were not fully credentialed received mentorship and training from Learning Directors.

Analysis Statement: The Learning Directors are full time teachers and provide all of the mentoring and coaching of non-fully credentialed teachers. The Learning Directors also plan the P.D. Wednesday's, Coordinate the 504 meetings, and help with state testing, among other duties. While the Learning Directors are successful and do a great job, the LEA will be moving to implement the hiring of a full time Assistant Principal and this will allow the Learning Directors to focus on their teaching assignments.

Action(s): Action 1.5 - English Language Development Training for all Teachers

Effectiveness of Action(s): 3 Effective

Metric(s): Sign-in Sheets at TCOE Title III ELD Consortium Training. 23-24 LEA wide 16.67% of English Language Learners scored proficient on the ELPAC in 2022-2023 (Level 4)

Analysis Statement: Through our consortium with TCOE, Title III ELD Training was brought to the District. This helped general classroom teachers learn to use additional tools to provide English Language Development in the regular lesson plans. Our EL data from ELPAC show an increase in Level 4 proficiency.

Action(s): Action 1.6 - ELD Coordinator

Effectiveness of Action(s): 3 Effective

Metric(s) ELPAC, CAASP, CAST and STAR data for EL Students.

Analysis Statement: The ELD Coordinator was very successful in providing 23-24 LEA wide 16.67% of English Language Learners scored proficient on the ELPAC in 2022-2023 (Level 4) - LEA wide two English Learners were Reclassified Fluent English Proficient for the 2022-2023 school year for a reclassification rate of

Action(s): Action 1.7 - Curriculum & Assessment Coordinator

Effectiveness of Action(s): 3 Effective

Metric(s) 23-24 - 0% of students lacking curriculum instructional materials - LEA Wide CAASPP Performance 22-23 All Students 2022-2023: 42.91% met or exceeded standard for ELA; 40.25% met or exceeded standard for Math; 38.10% met or exceeded standard for Science

Analysis Statement: The Curriculum & Assessment Coordinator is effective at making sure the District is totally compliant with providing curriculum to all students in all academic subjects. The results show growth in ELA and Math overall, which is due in large part to the operations of our Curriculum Coordinator.

Action(s): Action 1.8 - Response to Intervention Supplemental Curricular Materials and Programs

Effectiveness of Action(s): 3 Effective

Metric(s) LEA Local Benchmark Data: Mid/Above Grade Level: Reading: 39% and Math 13%; *Early on Grade Level Reading: 19% and Math 26%; One Grade Level Below: Reading: 6% and Math 29%; Two Grade Levels Below: Reading: 3% and Math 6%; Three or More Grade Levels Below: Reading: 32% and Math 26%

Analysis Statement: The Response to Intervention Supplemental Curricular Materials and Programs are Computer based programs that allow for internal benchmark testing and individualized digital instruction to address learning gaps The metrics show that these materials and programs are effective since our learning gaps are closing in ELA and Math.

Action(s): Action 1.9 - Response To Intervention Supplemental Curriculum Training

Effectiveness of Action(s): 3 Effective

Metric(s) Sign-in Sheets for RTI Supplemental Curriculum Training

Analysis Statement: The Response To Intervention Supplemental Curriculum Training was successfully attended and the program implemented in the 2023-2024 school year.

Action(s): Action 1.10 - Classified Personnel

Effectiveness of Action(s): 3 Effective

Metric(s): LEA Local Benchmark Data: Mid/Above Grade Level: Reading: 39% and Math 13%; *Early on Grade Level Reading: 19% and Math 26%; One Grade Level Below: Reading: 6% and Math 29%; Two Grade Levels Below: Reading: 3% and Math 6%; Three or More Grade Levels Below: Reading: 32% and Math 26%

Analysis Statement: The LEA provided classified salaries for paraprofessionals to support unduplicated students in all academic areas. This action provided for more small group instruction possibilities and helped ensure student growth in LEA local benchmark data.

Action(s): Action 1.11 - Retention of Highly Qualified Teachers

Effectiveness of Action(s): - 1 Not Effective

Metric(s): Action NOT implemented in 2022-2023 school year.

Analysis Statement: The LEA chose NOT to implement this Action in the 2022-2023 school year.

Action(s): Action 1.12 - Off-Site Training and Conferences

Effectiveness of Action(s): 3 Effective

Metric(s): Agenda's and Sign-in sheets from Off-Site Training and Conferences. Agenda's and Sign-in sheets from Staff PLC meetings on campus.

Analysis Statement: Teachers attended Off-Site Training and Conferences and are required to do a presentation and a training with the other staff members upon their return.

Action(s): Action 1.13 - Response to Intervention Core Curriculum Training

Effectiveness of Action(s): 3 Effective

Metric(s): Sign-in Sheets from RTI Core Curriculum Trainings and Sign-in Sheets and Agenda's from on-site PLC trainings.

Analysis Statement: Teachers attended Response to Intervention Core Curriculum Training and Conferences and are required to do a presentation and a training with the other staff members upon their return.

Action(s): Action 1.14 - Edgenuity Online Learning Platform

Effectiveness of Action(s): 3 Effective

Metric(s): Student attendance data and student completion of courses data from students placed into Independent Study.

Analysis Statement: The LEA's implementation of the Independent Study program provides equitable educational opportunities for students who due to illness or extreme habitual unruly behavior are unable to successfully attend in-person classes.

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

After reflecting on the Data on prior practice, the LEA made the following changes to Goal 1:

New LCAP Action 1.1: Student Success Center: Stays Status Quo

Old LCAP Action 1.2: Training in Core Curriculum Programs moved to New LCAP Action 1.6: Off-Site Professional Development and Conferences and combined with Old LCAP Action 1.2 Training in Core Curriculum Programs; Old LCAP Action 1.9 Response to Intervention Supplemental Curriculum Training; Old LCAP Action 1.12 Off- Site Training and Conferences; and Old LCAP Action 1.13 Response to Intervention Core Curriculum Training.

Old LCAP Action 1.3: Curriculum Adoptions moved to Goal 3, Action 1 in the new LCAP.

Old LCAP Action 1.4: Learning Director/Coach 1 & 2 become Action 1.7: Learning Director I and II in the new LCAP.

Old LCAP Action 1.5: English Language Development Training for all Teachers is now Action 1.3 English Language Development Training in the new LCAP.

Old LCAP Action 1.6: ELD Coordinator is now Action 1.2 ELD Coordinator in the new LCAP.

Old LCAP Action 1.7 Curriculum & Assessment Coordinator has been dropped as a separate Action and combined with the duties of Goal 4, Action 4.1: Assistant Principal in the new LCAP.

Old LCAP Action 1.8 Response to Intervention Supplemental Curricular Materials and Programs changed to become Action 1.4: Local Benchmark Assessment Program in the new LCAP.

Old LCAP Action 1.9 Response to Intervention Training was combined into Action 1.6: Off-Site Professional Development and Conferences in the new LCAP and combined with Old LCAP Action 1.2 Training in Core Curriculum Programs; Old LCAP Action 1.9 Response to Intervention Supplemental Curriculum Training; Old LCAP Action 1.12 Off- Site Training and Conferences; and Old LCAP Action 1.13 Response to Intervention Core Curriculum Training.

Old LCAP Action 1.10: Classified Personnel is now Action 1.5 Classified Personnel in the new LCAP.

Old LCAP Action 1.11: Retention of Highly Qualified Teachers: This Action was meant as a one time benefit during COVID and is NOT an ACTION that will be written into the new LCAP.

Old LCAP Action 1.12: Off-Site Training and Conferences: This Action was combined into Action 1.6:Off-Site Professional Development and Conferences in the new LCAP and combined with Old LCAP Action 1.2 Training in Core Curriculum Programs; Old LCAP Action 1.9 Response to Intervention Supplemental Curriculum Training; Old LCAP Action 1.12 Off- Site Training and Conferences; and Old LCAP Action 1.13 Response to Intervention Core Curriculum Training.

Old LCAP Action: 1.13: Response to Intervention Core Curriculum Training. This Action was combined into Action 1.6 Off-Site Professional Development and Conferences in the new LCAP and combined with Old LCAP Action 1.2 Training in Core Curriculum Programs; Old LCAP Action 1.9 Response to Intervention Supplemental Curriculum Training; Old LCAP Action 1.12 Off- Site Training and Conferences; and Old LCAP Action 1.13 Response to Intervention Core Curriculum Training.

Old LCAP Action 1.14: Edgenuity Online Learning Platform is now Action 1.8 Imagine Learning Online Learning Platform in the new LCAP.

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

Goals and Actions

Goal

Goal #	Description
2	Sequoia Union Elementary School District will partner with parents and students to create a school climate that enriches and engages students, allowing them to reach their full potential as independent life-long learners. (State Priorities 4, 5, 6 & 8).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students enrolled in a Broad Course of Study, including Unduplicated Pupils and students with exceptional needs	100% of students surveyed in grades 4-8 are enrolled in a broad course of study.	In 21-22 100% of students in grades 4-8 will continue to be enrolled in a broad course of study.	In 22-23 100% of students in grades 4-8 are enrolled in a broad course of study.	In 23-24 100% of students in grades 4-8 are enrolled in a broad course of study.	100% of students in grades 4-8 will continue to be enrolled in a broad course of study.
Annual survey of parents - questions about school climate and communication with school staff	81% of parents are comfortable contacting school staff if they have a concern 74% of parents say that communication is frequent, clear and two-way	Note: The survey given to parents this year was the CORE Parent/Family Adapted Survey 21-22 96% of parents agreed that school staff treats them with respect. 74% of parents say that school staff takes	22-23 LEA Wide 98% of parents surveyed agreed that school staff treats them with respect. 90% of parents say that school staff takes their concerns seriously. 95% of parents agreed that school staff responds to their	23-24 LEA Wide 92% of parents surveyed agreed that school staff treats them with respect. 67% of parents say that school staff takes their concerns seriously. 84% of parents agreed that school staff responds to their	85% of surveyed parents will report that they are comfortable contacting school staff (or similar question). 80% of parents will report that communication is frequent, clear and two-way (or similar question).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>their concerns seriously.</p> <p>88% of parents agreed that school staff responds to their needs in a timely manner.</p>	needs in a timely manner.	needs in a timely manner.	
Average daily attendance (ADA)	ADA Baseline is 98%	ADA for Sequoia Union Elementary for the 21-22 school year is 92.29%	ADA for Sequoia Union Elementary for the 22-23 school year is 93.6% (local data)		Average daily attendance will remain at 98% or higher
Chronic absenteeism	Chronic absenteeism for 19-20 was 2.25%	Chronic absenteeism for Sequoia Union Elementary is 22.5% for the 21-22 school year.	<p>Note - due to errors in last year's local calculation of Chronic Absenteeism, Dashboard reporting of Chronic Absenteeism will be used for the duration of this LCAP.</p> <p>Chronic absenteeism for Sequoia Union Elementary for the 21-22 school year was 22.5%</p>	Chronic absenteeism for Sequoia Union Elementary School for the 22-23 school year was 8.9%	Chronic absenteeism will decrease by .25 % and remain at 2% or below.
Suspension rates for all students and all subgroups on the California School Dashboard	Suspension rate was 0% for the 19-20 school year.	The suspension rate for Sequoia Union Elementary for the 21-22 school year is 26%.	The locally calculated suspension rate for Sequoia Union Elementary for the 22-23 school year is 9.8%	Total suspension rate for Sequoia Union Elementary School for 22-23 according to the California School Dashboard - 12.5% of	Suspension rate will remain at 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Note - the rate above is higher than that listed on the California School Dashboard for 21-22 where the number is 19.5%.The error in calculation using local data has been identified and corrected for 22-23.		<p>students suspended at least one day.</p> <p>6.3% of Hispanic students were suspended at least one day.</p> <p>9.1% Socioeconomically Disadvantaged were suspended at least one day.</p> <p>16.1% of white students were suspended at least one day.</p>	
Expulsion rate for all students and all subgroups	Expulsion rate was 0% for the 19-20 school year.	Expulsion rate for Sequoia Union Elementary for the 21-22 school year is 0%.	Expulsion rate for Sequoia Union Elementary for the 22-23 school year is 0%.	Expulsion rate for Sequoia Union Elementary for the 22-23 school year is 0%.	Expulsion rate will remain at 0%
Middle school dropout rate for all students and all subgroups	Middle school dropout rate was 0% for the 19-20 school year.	The middle school dropout rate for Sequoia Union Elementary School for 21-22 school year is 0%.	The middle school dropout rate for Sequoia Union Elementary School for 22-23 school year is 0%.	The middle school dropout rate for Sequoia Union Elementary School for 22-23 school year is 0%.	Middle school dropout rate will remain at 0%
Annual survey of students and parents - questions about school satisfaction	53% of students surveyed in grades 4-8 answered that they liked school.	<p>21-22</p> <p>64% of students surveyed in grades 4-8 answered that in</p>	<p>22-23</p> <p>61% of students surveyed in grades 4-8 answered that, in</p>	<p>23-24</p> <p>51% of students surveyed in grades 4-8 answered that, in</p>	65% of surveyed students will report that they like school (or similar question).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	61% of parents surveyed answered that their child enjoys coming to school.	general they like school Often or Almost All of the time. 93% of parents surveyed agreed with the statement, "My child enjoys coming to school."	general, they like school Often or Almost All of the Time 92% of parents surveyed agreed with the statement "My child enjoys coming to school."	general, they like school "Often" or "Almost All the Time" 76% of parents surveyed agreed with the statement "My child enjoys coming to school."	75 % of surveyed parents will report that their child likes coming to school (or similar question).

Goal Analysis

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 0 - No Implementation; 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress toward meeting the Broad Goal: Sequoia Union Elementary School District will partner with parents and students to create a school climate that enriches and engages students, allowing them to reach their full potential as independent life-long learners.

Action 2.1 - STEM Through Agriculture

Metric: CAST Student Data

Implementation Status: 3 - Initial Implementation. Salaries and materials for the continued development of our STEM through Agriculture program, including a credentialed CTE agricultural teacher.

through Agriculture program, including a credentialed CTE agricultural

teacherThe LEA hired a Single Subject Agriculture Science Teacher. The LEA implemented schoolwide STEM through Agriculture classes TK-5. The LEA implemented an 8th grade Ag Biology course. The LEA implemented an FFA Ag Elective Class. The FFA program became a certified FFA program, only the 2nd FFA program at a K-8 school in Tulare County.

There were no substantive differences in planned action compared to the actual implementation.

Action 2.2 - Library Media Center

Metric: STAR Reading Student Data

Implementation Status: 4 Full Implementation. This action allows for continued staffing and materials for the Library. Staff includes the Library, Media, Curriculum, Assessment Coordinator and a 12 hour a week Library Assistant. This action also includes materials for the growth and maintenance of the library collection.

There were no substantive differences in planned action compared to the actual implementation.

Action 2.3 - Outside Enrichment Opportunities

Metric: Average Daily Attendance Data

Implementation Status: 4 Full Implementation. This action allows for stipends, overtime, fees and other financial support for activities including the TCOE Spelling Bee, Poetry and Prose, Science Olympiad, Math Bowl, Reading Revolution and National History Day Competitions, as well as a yearly drama production.

There were no substantive differences in planned action compared to the actual implementation.

Action 2.4 - Supplies for Hands-On Science Instruction to Supplemental NGSS Adopted Curriculum

Metric: CAST Student Data

Implementation Status: 4 Full Implementation. This action allows for the purchase of equipment and consumable supplies to support science curriculum and hands on science learning experiences.

There were no substantive differences in planned action compared to the actual implementation.

Action 2.5 - PowerSchool Student Information System

Metric: Average Daily Attendance Data

Implementation Status: 4 Full Implementation. The LEA School Information System, PowerSchool, allows the LEA to collect the data necessary for state reporting as well as utilize communication tools such as the Parent/Student portal where families can track student progress.

There were no substantive differences in planned action compared to the actual implementation.

Action 2.6 - Intrado School Messenger

Metric: Average Daily Attendance Data

Implementation Status: 4 Full Implementation. This add-on product to the PowerSchool SIS allows for phone, email and text messaging with families. This product is crucial for keeping parents informed of important educational and social events on campus.

There were no substantive differences in planned action compared to the actual implementation.

Action 2.7 - Office Administrative Assistant & Attendance Clerk

Metric: Average Daily Attendance Data

Implementation Status: 4 Full Implementation. The LEA provides an administrative assistant and office clerk as another avenue of communication with families. These positions help the LEA to communicate more effectively with the public, as well as maintain accurate records for state reporting.

There were no substantive differences in planned action compared to the actual implementation

Action 2.8 - Edlio Website Hosting

Metric: Average Daily Attendance

Implementation Status: 4 Full Implementation. The LEA maintains a professional website presence where parents and the public can access information and relevant documents.

There were no substantive differences in planned action compared to the actual implementation.

Action 2.9 - Training in Differentiated Instruction and Universal Design for Learning

Metric: CAASPP, CAST, and STAR Data

Implementation Status: 0 No Implementation. The LEA was to provide training and support for teachers to design lessons that are accessible to students thereby keeping them engaged in learning experiences by adjusting content and strategies to their individual ability level.

There was a substantive difference in planned action compared to the actual implementation as the LEA decided to NOT implement this Action.

Action 2.10 - Materials Equipment and Supplies for Electives

Metric: Average Daily Attendance Data and Culminating Events in Elective Courses

Implementation Status: 3 Initial Implementation. The LEA will provide equipment and supplies to assist in teaching elective/enrichment classes to expand the course of study for our students.

There were no substantive differences in planned action compared to the actual implementation.

Action 2.11 - Music Instructor

Metric: Average Daily Attendance Data and Culminating Events in the Music Course

Implementation Status: 3 Initial Implementation. The LEA will provide a Classified 6.5 hour a day employee with musical knowledge and experience in working with children to instruct all students K-5, elective students 6-8 and ELOP participants in the fundamentals of voice, reading music, and learning to play an instrument.

There was a substantive difference in planned action compared to the actual implementation as the LEA hired a Certificated Music Credentialed Teacher to lead this program.

Action 2.12 - Experiential Learning Program

Metric: Average Daily Attendance Data and CAASPP, CAST, and STAR Data

Implementation Status: 4 Full Implementation. The Experiential Learning program provides for one to two off site learning experiences per year that enhance grade level standards and allow students to experience academic concepts in the wider world.

There were no substantive differences in planned action compared to the actual implementation.

Action 2.13 - School Attendance Review Board Independent Contractor

Metric: Average Daily Attendance Data

Implementation Status: 3 Initial Implementation. Contract with Education Consulting Services LLC to provide administrative hearing services pursuant to SARB related educational statutes.

There were no substantive differences in planned action compared to the actual implementation.

Action 2.14 - After School Sports Program

Metric: Average Daily Attendance Data

Implementation Status: 4 Full Implementation. The LEA will provide personnel, equipment and travel expenses to conduct an after school sports program for boys and girls in grades 6-8 throughout the regular school year.

There were no substantive differences in planned action compared to the actual implementation.

Action 2.15 - Expanded Learning Opportunities Program

Metric: Average Daily Attendance Data

Implementation Status: 3 Initial Implementation. The LEA implements this State mandated program extending enrichment activities and learning opportunities to 9 hours a day and 30 extra school days a year. This program is currently only available to students in grades 6 and below, therefore no funds are allocated to the Elementary School

There were some substantive differences in planned action compared to the actual implementation due to staffing changes throughout the year. The bulk of the ELOP initiative was implemented as stated in this Action.

Action 2.16 - Campus Wide Reading Culture Initiative

Metric: STAR Reading Data

Implementation Status: 3 Initial Implementation. The LEA provides funds for new class novel sets, rewards and incentives for students who meet reading goals. No cost elements in the initiative include instituting "Reading Buddies" on a regular basis, handing out reading Awards at the trimester assemblies, and re-emphasizing regular library visits by all classes.

There were some substantive differences in planned action compared to the actual implementation due to Library staff being tasked with other duties. The bulk of the Reading initiative Action was implemented as stated.

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

Action 2.10 - Materials Equipment and Supplies for Electives: -79%

Expenditures were projected at \$1,016.00, and Estimated Actual Expenditures are projected at \$214.11. Material differences were a result of changes in funding to address the current year deficit.

Action 2.13 - School Attendance Review Board Independent Contractor: -89%

Expenditures were projected at \$330.00, and Estimated Actual Expenditures are projected at \$32.45. Material differences were a result of lower projected utilization of independent contractor services.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 - Not Effective; 2 - Somewhat Effective; 3 - Effective.

The actions outline in Goal One supported progress toward meeting the Broad Goal: Sequoia Union Elementary School District will partner with parents to provide an educational experience that enriches and engages students providing them with the tools and experience they need to reach their full potential as independent life-long learners.

Action(s): Action 2.1 - STEM Through Agriculture

Effectiveness of Action(s): 3 - Effective

Metric(s): CAST Student DATA for 2023-2024

Analysis Statement: The LEA hired a Single Subject Agriculture Science Teacher. The LEA implemented schoolwide STEM through Agriculture classes TK-5. The LEA implemented an 8th grade Ag Biology course. The LEA implemented an FFA Ag Elective Class. The FFA program became a certified FFA program, only the 2nd FFA program at a K-8 school in Tulare County.

Action(s): Action 2.2 - Library Media Center

Effectiveness of Action(s): 3 - Effective

Metric(s): STAR Reading Student Data

Analysis Statement: This action allows for continued staffing and materials for the Library. Staff includes the Library, Media, Curriculum, Assessment Coordinator and a 12 hour a week Library Assistant. This action also includes materials for the growth and maintenance of the library collection.

Action(s): Action 2.3 - Outside Enrichment Opportunities

Effectiveness of Action(s):

Metric(s): Average Daily Attendance Data

Analysis Statement: This action allows for stipends, overtime, fees and other financial support for activities including the TCOE Spelling Bee, Poetry and Prose, Science Olympiad, Math Bowl, Reading Revolution and National History Day Competitions, as well as a yearly drama production.

Action(s): Action 2.4 - Supplies for Hands-On Science Instruction to Supplemental NGSS Adopted Curriculum

Effectiveness of Action(s): 3 Effective

Metric(s): CAST Student Data

Analysis Statement: This action allows for the purchase of equipment and consumable supplies to support science curriculum and hands on science learning experiences.

Action(s): Action 2.5 - PowerSchool Student Information System

Action(s): 3 Effective

Metric(s): Average Daily Attendance Data

Analysis Statement: The LEA School Information System, PowerSchool, allows the LEA to collect the data necessary for state reporting as well as utilize communication tools such as the Parent/Student portal where families can track student progress.

Action(s): Action 2.6 - Intrado School Messenger

Effectiveness of Action(s): 3 Effective

Metric(s): Average Daily Attendance Data

Analysis Statement: This add-on product to the PowerSchool SIS allows for phone, email and text messaging with families. This product is crucial for keeping parents informed of important educational and social events on campus.

Action(s): Action 2.7 - Office Administrative Assistant & Attendance Clerk

Effectiveness of Action(s): 3 Effective

Metric(s): Average Daily Attendance Data

Analysis Statement: The LEA provides an administrative assistant and office clerk as another avenue of communication with families. These positions help the LEA to communicate more effectively with the public, as well as maintain accurate records for state reporting.

Action(s): Action 2.8 - Edlio Website Hosting

Effectiveness of Action(s): 3 Effective

Metric(s): Average Daily Attendance Data

Analysis Statement: The LEA maintains a professional website presence where parents and the public can access information and relevant documents.

Action(s): Action 2.9 - Training in Differentiated Instruction and Universal Design for Learning

Effectiveness of Action(s): 1 Not Effective

Metric(s): CAASPP, CAST, and STAR Data

Analysis Statement: The LEA was to provide training and support for teachers to design lessons that are accessible to students thereby keeping them engaged in learning experiences by adjusting content and strategies to their individual ability level. The LEA decided NOT to implement this Action.

Action(s): Action 2.10 - Materials Equipment and Supplies for Electives

Effectiveness of Action(s): 3 Effective

Metric(s): Average Daily Attendance Data and Culminating Events in Elective Courses

Analysis Statement: The LEA provided equipment and supplies to assist in teaching elective/enrichment classes to expand the course of study for our students. There were culminating events held for some classes during Open House. There was a Winter Concert prior to Winter break. There was a Spring Concert prior to the Open House.

Action(s): Action 2.11 - Music Instructor

Effectiveness of Action(s): 2 Somewhat Effective

Metric(s): Average Daily Attendance Data and Culminating Events in the Music Course

Analysis Statement: The Music Department held a Winter Concert prior to Winter break. There was a Spring Concert prior to the Open House. The Administration and Staff will decide the direction of the Music and Arts program for the 2024-2025 school year.

Action(s): Action 2.12- Experiential Learning Program

Effectiveness of Action(s): 3 Effective

Metric(s): Average Daily Attendance Data and CAASPP, CAST, and STAR Data

Analysis Statement: The Experiential Learning program provides for one to two off site learning experiences per year that enhance grade level standards and allow students to experience academic concepts in the wider world.

Action(s): Action 2.13 - School Attendance Review Board Independent Contractor

Effectiveness of Action(s): 2 Somewhat Effective

Metric(s): Average Daily Attendance Data

Analysis Statement: The LEA provide contracted services for a School Attendance Review Board (SARB) Independent Contractor to meet with parents on students who are habitually absent. The data shows a limited result in increasing average daily attendance for students who are habitually absent.

Action(s): Action 2.14 - After School Sports Program

Effectiveness of Action(s): 3 Effective

Metric(s): Average Daily Attendance Data and Student GPA Data

Analysis Statement: The LEA provides personnel, equipment and travel expenses to conduct an after school sports program for boys and girls in grades 6-8 throughout the regular school year. Their are attendance and GPA requirements that are required in order for a student to qualify to be on a sports team. This helps keep A.D.A. higher and helps to keep the overall student GPA higher in grades 6-8.

Action(s): Action 2.15 - Expanded Learning Opportunities Program

Effectiveness of Action(s): 2 Somewhat Effective

Metric(s): Average Daily Attendance Data

Analysis Statement: The LEA implements this State mandated program extending enrichment activities and learning opportunities to 9 hours a day and 30 extra school days a year. This program is currently only available to students in grades 6 and below, therefore no funds are allocated to the Elementary School. There were some substantive differences in planned action compared to the actual implementation due to staffing changes throughout the year. The bulk of the ELOP initiative was implemented as stated in this Action.

Action(s): Action 2.16 - Campus Wide Reading Culture Initiative

Effectiveness of Action(s): 3 Effective

Metric(s): STAR Reading Data

Analysis Statement: The LEA provides funds for new class novel sets, rewards and incentives for students who meet reading goals. No cost elements in the initiative include instituting "Reading Buddies" on a regular basis, handing out reading Awards at the trimester assemblies, and re-emphasizing regular library visits by all classes.

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

After reflecting on the Data on prior practice, the LEA made the following changes to Goal 2:

Old LCAP Action 2.1 STEM Through Agriculture is now 2.1 CTE Agriculture Program in the new LCAP.

Old LCAP Action 2.2 Library Media Center is the same in the new LCAP.

Old LCAP Action 2.3 Outside Enrichment Opportunities is now Action 2.3 TCOE Educational Enrichment Programs in the new LCAP.

Old LCAP Action 2.4 Supplies for Hands-On Science Instruction to Supplemental NGSS Adopted Curriculum is now combine with Action 2.1 STEM Through Agriculture in the new LCAP.

Old LCAP Action 2.5 PowerSchool Student Information System has been moved to Goal 4 as Action 4.10 PowerSchool Student Information System in the new LCAP.

Old LCAP Action 2.6 Intrado School Messenger has been moved to Goal 4 as Action 4.9 Intrado School Messenger in the new LCAP.

Old LCAP Action 2.7 Office Administrative Assistant & Attendance Clerk has been discontinued from being listed in the new LCAP.

Old LCAP Action 2.8 Edlio Website Hosting has been moved to Goal 4 as Action 4.8 Edlio Website Hosting in the new LCAP.

Old LCAP Action 2.9 Training in Differentiated Instruction and Universal Design for Learning was never implemented in any of the school years during the previous LCAP cycle and has been dropped as an Action in the new LCAP.

Old LCAP Action 2.10 Materials Equipment and Supplies for Electives has been combined into the regular classroom curriculum materials and supplies budget and is not listed separately in the new LCAP.

Old LCAP Action 2.11 Music Instructor is now Action 2.4 Musical Theater Program in the new LCAP.

Old LCAP Action 2.12 Experiential Learning Program is now Action2.5 Experiential Learning Program in the new LCAP.

Old LCAP Action 2.13 School Attendance Review Board Independent Contractor was considered an ineffective Action and has been dropped as an Action in the new LCAP.

Old LCAP Action 2.14 After School Sports Program is now Action 2.6 After School Sports Program in the new LCAP.

Old LCAP Action 2.15 Expanded Learning Opportunities Program is now Action 2.7 in the new LCAP.

Old LCAP Action 2.16 Campus Wide Reading Culture Initiative is now Action 2.8 in the new LCAP.

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

Goals and Actions

Goal

Goal #	Description
3	Sequoia Union will maintain a physically safe and supportive environment where students and teachers have the social, emotional, technological, and material resources necessary for successful teaching and learning. (State Priorities 1, 3 & 7)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual survey of students - questions about school safety	59% of students felt safe at school "almost all the time" in the last month 29% of students felt safe at school "once in a while" or "almost never" within the last month	21-22 LEA wide 68% of students surveyed responded that they felt "safe" or "very safe" at school.	22-23 LEA wide 73% of students surveyed responded that they felt "safe" or "very safe" at school.	23-24 LEA wide 69% of students surveyed responded that they felt "safe" or "very safe" at school.	70% of students will feel safe at school "almost all the time" (or similar answer)
Annual survey of staff - questions about belonging and satisfaction	Belonging - Agree or Somewhat Agree 82% Satisfied - Agree or Somewhat Agree 86%	21-22 LEA Wide: Belonging - 42% of staff Agree or Strongly Agree with the statement "This school promotes trust and collegiality among staff". Satisfaction - 71% of staff Agree or Strongly Agree with the	22-23 LEA Wide: Belonging - 71% of staff Agree or Strongly Agree with the statement "This school promotes trust and collegiality among staff". Satisfaction - 86% of staff Agree or Strongly Agree with the	23-24 Belonging - 55% of staff Agree or Strongly Agree with the statement "This school promotes trust and collegiality among staff". Satisfaction - 75% of staff Agree or Strongly Agree with the	Reported Belonging and Satisfaction with the working environment at Sequoia Union will increase.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>statement "This school is a supportive and inviting place for staff to work".</p> <p>Belonging & Satisfaction 58% of staff stated that Nearly All or Most "adults at this school support and treat each other with respect".</p>	<p>statement "This school is a supportive and inviting place for staff to work".</p> <p>Belonging & Satisfaction 74% of staff stated that Nearly All or Most "adults at this school support and treat each other with respect".</p>	<p>statement "This school is a supportive and inviting place for staff to work".</p> <p>Belonging & Satisfaction - 45% of staff stated that Nearly All or Most "adults at this school support and treat each other with respect".</p>	
Reported condition of student issued Chromebook	32% of parents surveyed rated the condition of their students' technological device to be in fair or poor condition.	<p>21-22</p> <p>17% of students rated the condition of their chromebook to be fair, and 0% rated the condition of their Chromebook to be poor.</p>	<p>22-23</p> <p>17% of students rated the functional condition of their Chromebook to be fair and 3% rated the condition to be poor.</p>		The percent of parent's reporting that their student's device is in fair or poor condition will be reduced by 10%
Reported adequacy of teacher issued tools and equipment	86% of teachers agree or somewhat agree that they have adequate tools and equipment to do their jobs.	<p>21-22 LEA Wide</p> <p>67% of teachers rated the condition of the equipment in their classroom as "Good".</p> <p>50% of staff members agree or strongly agree that they have</p>	<p>22-23 LEA Wide</p> <p>91% of staff members surveyed agreed or strongly agreed that they have adequate tools and equipment to do their jobs.</p>		The percentage of teachers reporting that they have adequate tools and equipment to do their jobs will increase by 2% a year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		adequate tools and equipment to do their jobs.			
Access to standards aligned instructional materials as mandated by the Williams Act	0% of students lacking instructional materials	21-22 0% of students lacking instructional materials.	22-23 0% of students lacking instructional materials.	23-24 0% of students lacking instructional materials.	0% students lacking instructional materials
Age of student issued Chromebook	Approximately 30 N21 Chromebooks purchased in 2015 and 2016 are still in circulation during the 20-21 school year.	21-22 No Chromebooks currently in circulation are over five years old.	22-23 No Chromebooks currently in circulation are over five years old.	23-24 No Chromebooks currently in circulation are over five years old.	No devices older than five years will be in use.
Williams Facilities Inspection Tool	Overall summary ranking for the 20-21 school year was Good as reported in the SARC.	Overall summary ranking for the 21-22 school year was Good as reported in the SARC.	Overall summary of facility conditions for the 21-22 school year was Exemplary as reported in the SARC.	Overall summary of facility conditions for the 22-23 school year was Good as reported in the SARC	Facilities will continue to be ranked "Good"
Annual Survey of staff - Questions about safety	This question was asked for the first time on the 21-22 staff survey, therefore Year 1 Outcomes will serve as baseline.	21-22 LEA Wide 55% of staff surveyed felt "Safe" or "Very Safe" while at school.	22-23 LEA Wide 71% of staff surveyed felt "Safe" or "Very Safe" while at school.	23-24 LEA Wide 82% of staff surveyed felt "Safe" or "Very Safe" while at school.	The majority of staff will feel safe on campus, and self-reported feelings of safety will increase each year.
Annual Survey of students - questions about growth mindset, self management and self-efficacy.	These questions were aggregated into categories for the first time during the 22-23 school year. Year 2 Outcomes will serve as baseline.		22-23 LEA Wide 80% of students surveyed answered "completely true" or "mostly true" to questions about their	23-24 73% of students surveyed answered "completely true" or "mostly true" to	Percentage of students exhibiting a growth mindset, self management and self-efficacy will increase from baseline.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>thinking, indicating a growth mindset.</p> <p>75% of students surveyed answered "almost all the time" or "often" to questions about their behavior indicating a high degree of self-management.</p> <p>65% of students answered that they were "completely confident" or "mostly confident" in their abilities complete a task or achieve a goal, indicating a high degree of self-efficacy.</p>	<p>questions related to growth mindset.</p> <p>64% of students surveyed answered "almost all the time" or "often" to questions about their behavior indicating a high degree of self-management.</p> <p>63% of students answered that they were "completely confident" or "mostly confident" in their abilities to complete a task or goal, indicating a high degree of self-efficacy.</p>	

Goal Analysis

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 0 - No Implementation; 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress toward meeting the Broad Goal: Sequoia Union Elementary School District will maintain a physically safe and supportive environment where students and teachers have the material, technological and health related resources necessary for successful teaching and learning.

Action 3.1 Counseling/Social Services

Metric: Average Daily Attendance Data and Suspension and Incident Report Data

Implementation Status: 3 Initial Implementation

There were no substantive differences in planned action compared to the actual implementation.

Action 3.2 Chromebooks, Tablets and WiFi Devices for Students

Metric: CAASPP, CAST and STAR Data

Implementation Status: 4 Full Implementation

There were no substantive differences in planned action compared to the actual implementation.

Action 3.3 Teacher/Classroom Technology

Metric: CAASPP, CAST and STAR Data

Implementation Status: 4 Full Implementation

There were no substantive differences in planned action compared to the actual implementation.

Action 3.4 Support Staff Professional Development, Materials and Training

Metric: CAASPP, CAST and STAR Data

Implementation Status: 4 Full Implementation

There were no substantive differences in planned action compared to the actual implementation.

Action 3.5 School Safety Personnel, Materials and Training

Metric: Suspension and Incident Report Data

Implementation Status: 3 Initial Implementation

There were no substantive differences in planned action compared to the actual implementation.

Action 3.6 Campus Technology Support

Metric: CAASPP, CAST and STAR Data

Implementation Status: 2 Beginning Development

There was a substantive differences in planned action compared to the actual implementation.in that TCOE dropped their contract with the LEA and the LEA hired a full time Technician for the 2023-2024 school year.

Action 3.7 After School Learning Hub

Metric: Average Daily Attendance Data

Implementation Status: 0 No Implementation

There was a substantive differences in planned action compared to the actual implementation in that this Action was combined into Action 2.15 Expanded Learning Opportunities Program

Action 3.8 School Nurse LVN

Metric: Average Daily Attendance Data and Student Medical Data

Implementation Status: 4 Full Implementation

There were no substantive differences in planned action compared to the actual implementation.

Action 3.9 Digital Monitoring Software

Metric: Suspension and Incident Report Data

Implementation Status: 4 Full Implementation

There were no substantive differences in planned action compared to the actual implementation.

Action 3.10 ActVnet Crisis Information Program

Metric: Campus Security and Sheriff Incident Reports

Implementation Status: 3 Initial Implementation

There were no substantive differences in planned action compared to the actual implementation.

Action 3.11 Junior High Bathroom Modification

Metric: Job Completion and Operability

Implementation Status: 5 Full Implementation and Sustainability

There were no substantive differences in planned action compared to the actual implementation.

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

Action 3.5 School Safety Personnel, Materials and Training: -28%

Expenditures were projected at \$6,190.63, and Estimated Actual Expenditures are projected at \$4,411.37. Material differences were a result of changes in funding to address the current year deficit.

Action 3.6 Campus Technology Support: -99%

Expenditures were projected at \$5,720.00, and Estimated Actual Expenditures are projected at \$210.51. Material differences were a result of changes in funding to address the current year deficit.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 - Not Effective; 2 - Somewhat Effective; 3 - Effective.

The actions outline in Goal One supported progress toward meeting the Broad Goal: Sequoia Union Elementary School District will maintain a physically safe and supportive environment where students and teachers have the material, technological and health related resources necessary for successful teaching and learning.

Action(s): Action 3.1 Counseling/Social Services

Effectiveness of Action(s): 3 Effective

Metric(s): Average Daily Attendance Data and Student Survey Data

Analysis Statement: The LEA has a contracted through Tulare County to provided two Counselors who are licensed L.M.F.T.'s and they have established rapport with numerous students who are struggling with wellness and social and emotional issues. The counselors have helped students feel more connected to school; and this has increased their attendance at school.

Action(s): Action 3.2 Chromebooks, Tablets and WiFi Devices for Students

Effectiveness of Action(s): 3 Effective

Metric(s): CAASPP, CAST and STAR Data show an increase in student achievement at Sequoia Union.

Analysis Statement: Student academic success is due in part to the fact that students are provided with high quality, functioning technology every day!

Action(s): Action 3.3 Teacher/Classroom Technology

Effectiveness of Action(s): 3 Effective

Metric(s): CAASPP, CAST and STAR Data show an increase in student achievement at Sequoia Union.

Analysis Statement: Student academic success is due in part to the fact that teachers can deliver high quality lessons through the classroom technology that is in each classroom.

Action(s): Action 3.4 Support Staff Professional Development, Materials and Training

Effectiveness of Action(s): 3 Effective

Metric(s): CAASPP, CAST and STAR Data show an increase in student achievement at Sequoia Union.

Analysis Statement: Support Staff are provided professional development, materials, and training and thus students receive high quality lessons through each day and that contributes to increase student achievement.

Action(s): Action 3.5 School Safety Personnel, Materials and Training

Effectiveness of Action(s): 2 Somewhat Effective

Metric(s): Suspension and Incident Report Data shows an increase in suspensions and incident reports being written from the 2022-23 to the 2023-24 school year..

Analysis Statement: Suspension and Incident Report Data shows an increase in suspensions and incident reports being written from the 2022-23 to the 2023-24 school year, but the Campus Safety Supervisor helped to defuse many other situations along with the Administration that could have resulted in even more suspensions and incident reports. The addition of an Assistant Principal position for the 2024-25 school year will help to provide additional services to help with school safety and student discipline.

Action(s): Action 3.6 Campus Technology Support

Effectiveness of Action(s): 3 Effective

Metric(s): CAASPP, CAST and STAR Data show an increase in student achievement at Sequoia Union.

Analysis Statement: Student academic success is due in part to the fact that a Full Time Campus Technology Technician has been put in place so that high quality lessons can be delivered by teachers through the classroom technology that is in each classroom.

Action(s): Action 3.7 After School Learning Hub

Effectiveness of Action(s): 1 Not Effective

Metric(s): Average Daily Attendance.

Analysis Statement: There was a substantive differences in planned action compared to the actual implementation in that this Action was combined into Action 2.15 Expanded Learning Opportunities Program

Action(s): Action 3.8 School Nurse LVN

Effectiveness of Action(s): 3 Effective

Metric(s): Average Daily Attendance Data shows an increase in ADA for 2023-24 and Student Medical Data shows a decrease in student injuries on campus during 2023-24.

Analysis Statement: The LEA provides an LVN for each school day which has resulted in Average Daily Attendance Data shows an increase in ADA for 2023-24 and Student Medical Data shows a decrease in student injuries on campus during 2023-24.

Action(s): Action 3.9 Digital Monitoring Software

Effectiveness of Action(s): 3 Effective

Metric(s): Suspension and Incident Report Data shows a decrease in the number of incident reports being written about students being on non-compliant websites during the course of the school day and this has lowered the number of suspension related to technology misuse issues in 2023-24.

Analysis Statement: Due to the use of Digital Monitoring Software Suspension and Incident Report Data shows a decrease in the number of incident reports being written about students being on non-compliant websites during the course of the school day and this has lowered the number of suspension related to technology misuse issues in 2023-24.

Action(s): Action 3.10 ActVnet Crisis Information Program

Effectiveness of Action(s): 2 Somewhat Effective

Metric(s): Campus Security and Sheriff Incident Reports

Analysis Statement: The LEA is still in the implementation process with the ActVnet Crisis Information System.

Action(s): Action 3.11 Junior High Bathroom Modification

Effectiveness of Action(s): 3 Effective

Metric(s): Completion of the project

Analysis Statement: The LEA has successfully completed this project.

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

After reflecting on the Data on prior practice, the LEA made the following changes to Goal 3:

Old LCAP Action 3.1 Counseling/Social Services is now Action 3.9 Counseling/Social Services in the new LCAP.

Old LCAP Action 3.2 Chromebooks, Tablets and WiFi Devices for Students is now Action 3.3 Student Technology in the new LCAP.

Old LCAP Action 3.3 Teacher/Classroom Technology is now Action 3.2 Classroom Technology in the new LCAP.

Old LCAP Action 3.4 Support Staff Professional Development, Materials and Training is now combined with Action 3.7 School Safety Personnel, materials and training in the new LCAP.

Old LCAP Action 3.5 School Safety Personnel, Materials and Training is now Action 3.7 School Safety Personnel, materials and training in the new LCAP.

Old LCAP Action 3.6 Campus Technology Support is now Action 3.4 in the new LCAP.

Old LCAP Action 3.7 After School Learning Hub is now combined with Action 2.15 Expanded Learning Opportunities Program in the new LCAP.

Old LCAP Action 3.8 School Nurse LVN continues as the same Action 3.8 School Nurse LVN in the new LCAP.

Old LCAP Action 3.9 Digital Monitoring Software is now Action 3.5 Digital Monitoring Software in the new LCAP.

Old LCAP Action 3.10 ActVnet Crisis Information Program is now Action 3.6 ActVnet Crisis Information Program in the new LCAP.

Old LCAP Action 3.11 Junior High Bathroom Modification is not in the new LCAP since this Action has been completed.

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

Goals and Actions

Goal

Goal #	Description
4	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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.

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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.

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.3 Approve the 2023-2024 Charter LCAP Annual Update

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sequoia Union Elementary Charter School and Sequoia Union Elementary School District	Ken Horn Superintendent-Principal	kenhorn@sequoiaunion.org (559) 564-2106

Goals and Actions

Goal

Goal #	Description
1	All students will increase achievement in Mathematics, English Language Arts and Science through targeted and comprehensive academic support. (State Priorities 2, 3 & 7)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA wide performance on the CAASPP	<p>All Students 2018-2019 50.27% met or exceeded standard for ELA 34.39% met or exceeded standard for Math 42.86% met or exceeded standard for Science</p> <p>English Learners 2018-2019 7.69% met or exceeded standard for ELA 0.0% met or exceeded standard for Math</p> <p>Hispanic/Latino Students 2018-2019 39.68% met or exceeded standard for ELA</p>	<p>LEA Wide CAASPP Performance</p> <p>All Students 2020-2021 39.25% met or exceeded standard for ELA 30.05% met or exceeded standard for Math The CAST test was not given in 20-21</p> <p>English Learners 2020-2021 9.09% met or exceeded standard for ELA 0.00% met or exceeded standard for Math</p> <p>Hispanic/Latino Students 2020-2021</p>	<p>LEA Wide CAASPP Performance 21-22</p> <p>All Students 2021-2022 38.96% met or exceeded standard for ELA 30.30% met or exceeded standard for Math 41.34% met or exceeded standard for Science</p> <p>English Learners 2021-2022 0.00% met or exceeded standard for ELA 0.00% met or exceeded standard for Math Data in Science is not available because 10</p>	<p>LEA Wide CAASPP Performance 22-23</p> <p>All Students 2022-2023 42.91% met or exceeded standard for ELA 40.25% met or exceeded standard for Math 38.10% met or exceeded standard for Science</p> <p>English Learners 2022-2023 9.52% met or exceeded standard for ELA 9.52% met or exceeded standard for Math Data in Science is not available because 10</p>	<p>All students metric will grow by 3% a year in ELA and Math. 2% a year in Science.</p> <p>English Learner Metric will improve by 1% a year.</p> <p>Hispanic/Latino Students will improve by 2% a year</p> <p>Socioeconomically Disadvantaged students will improve their scores by 2% a year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>20.63% met or exceeded standard for Math</p> <p>35.71% met or exceeded standard for Science</p> <p>Socioeconomically Disadvantaged 2018-2019</p> <p>38.75% met or exceeded standard for ELA</p> <p>18.75% met or exceeded standard for Math</p> <p>33.34% met or exceeded standard for Science</p>	<p>17.19% met or exceeded standard for ELA</p> <p>7.69% met or exceeded standard for Math</p> <p>Socioeconomically Disadvantaged 2020-2021</p> <p>27.77% met or exceeded standard for ELA</p> <p>12.22% met or exceeded standard for Math</p>	<p>or fewer students were tested.</p> <p>Hispanic/Latino Students 2021-2022</p> <p>20.00% met or exceeded standard for ELA</p> <p>7.14% met or exceeded in Math</p> <p>25% met or exceeded the standard for Science</p> <p>Socioeconomically Disadvantaged 2021-2022</p> <p>25.77% met or exceeded standard for ELA</p> <p>18.55% met or exceeded standard for Math</p> <p>25.01% met or exceeded the standard in Science</p>	<p>or fewer students were tested.</p> <p>Hispanic/Latino Students 2022-2023</p> <p>25.67% met or exceeded standard for ELA</p> <p>14.66% met or exceeded standard in Math</p> <p>10.35% met or exceeded the standard for Science</p> <p>Socioeconomically Disadvantaged 2022-2023</p> <p>27.19% met or exceeded standard for ELA</p> <p>21.35% met or exceeded standard for Math</p> <p>17.95% met or exceeded the standard in Science</p>	
Teacher credential status	All teachers are fully credentialed.	All teachers are fully credentialed.	All teachers are fully credentialed.	All teachers are fully credentialed.	All teachers are fully credentialed.
ELPAC proficiency	22.22% of English Language Learners scored proficient on the ELPAC in 2018-2019	LEA wide 5.71% of English Language Learners scored proficient on the ELPAC in 2020-2021	LEA wide 3.13% of English Language Learners scored proficient on the	LEA wide 16.67% of English Language Learners scored proficient on the	32% of English Language Learners will score proficient on the ELPAC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			ELPAC in 2021-2022 (Level 4)	ELPAC in 2022-2023 (Level 4)	
LEA wide reclassification of English Language Learners	Two English Learners were Reclassified Fluent English Proficient for the 2019-2020 school year, for a reclassification rate of 7%	LEA wide no students were Reclassified Fluent English Proficient for the 2020-2021 school year	LEA wide one English Learner was Reclassified Fluent English Proficient for the 2021-2022 school year for a reclassification rate of 2.8%	LEA wide two English Learners were Reclassified Fluent English Proficient for the 2022-2023 school year for a reclassification rate of 7.1%	English Language Learners will be reclassified at a rate of 12% a year.
Benchmark growth of students identified for intervention with the Student Success Center	Baseline will be established at the beginning of Year 1 through initial administration of local assessments.	<p>83% of Charter School students who received services from the Student Success Center increased their scores on the iReady ELA benchmark from fall 21 to spring 22.</p> <p>80% of Charter School students who received services from the Student Success Center increased their scores on the iReady Math benchmark from fall 21 to spring 22</p>	<p>Note: This year, this metric was only measured LEA wide</p> <p>85% of students who received services from the Student Success Center increased their scale scores on the iReady ELA benchmark from fall 22 to spring 23</p> <p>46% of students who received services during the 22-23 school year improved their ELA scores by one grade level on the iReady benchmark assessment.</p> <p>13% of students who received services during the 22-23</p>	<p>LEA wide:</p> <p>66% of students served by the Student Success Center have shown growth from the fall iReady ELA benchmark to the winter benchmark during the 23-24 school year.</p> <p>25% of students who received services have already met their annual typical growth goals for the 23-24 school year, moving up one or more grade levels from the fall assessment to the winter assessment.</p>	Students in the Intervention program will move up one RTI tier per year in the program.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			school year improved their ELA scores on the iReady benchmark assessment by two or more grade levels.		
Training in core curriculum programs	Nine teachers, or 47% of certificated staff for the 20-21 school year have not been formally trained in the core adopted curriculum used at Sequoia Union Elementary Charter.	25% of certificated staff for the 21-22 school year have not been formally trained in the core adopted curriculum used at the Charter school.	22-23 100% of teachers in the Sequoia Elementary Charter have been fully trained in core curriculum programs.	23-24 100% of teachers in the Sequoia Elementary Charter have been fully trained in core curriculum programs.	All teachers will be trained in core curriculum programs.
Locally administered benchmark assessments	20-21 Renaissance STAR Consolidated Status Report MathSS Ch ReadingSS Ch In. W In. W Grade 3 522 537 +15 362 370 +8 Grade 4 590 592 +2 421 489 +68 Grade 5 672 700 +28 571 607 +36 Grade 6 702 722 +20 609 656 +47 Grade 7 690 759 +69 606 588 -18 Grade 8 759 710 -49 672 631 -41	Note: Due to a change in benchmark assessment programs, Year 1 iReady Diagnostic will serve as the baseline for locally administered assessments. iReady Diagnostic Overall Placement Fall 21 to Spring 22 *Mid/Above Grade Level Reading Fall 14% Spring 26% Math Fall 4% Spring 16%	Sequoia Elementary Charter iReady Diagnostic Overall Placement Fall 22 to Spring 23 *Mid/Above Grade Level Reading Fall 11% Spring 30% Math Fall 3% Spring 20% *Early on Grade Level Reading Fall 18% Spring 17% Math Fall 8% Spring 24%	Sequoia Elementary Charter iReady Diagnostic Overall Placement Fall 23 to Winter 23-24 *Mid/Above Grade Level Reading Fall 13% Winter 22% Math Fall 4% Winter 10% *Early on Grade Level Reading Fall 15% Winter 22% Math Fall 9% Winter 14%	Decrease the percentage of students in the Two and Three Grade Levels Below categories in both ELA and Math from fall to spring within each school year, and from spring of one year to spring of the next year (i.e. Three or More Grade Levels Below in Reading decreased from 23% in the Spring of 22 to 16% in Spring of 23). Increase the percentage of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	20-21 Renaissance STAR Consolidated Assessment Proficiency Report Reading Proficiency At/Above 50PR Below 50PR Total # % Total# % Grade 3 20 48% 22 52% Grade 4 17 52% 16 48% Grade 5 22 59% 15 41% Grade 6 15 37% 26 63% Grade 7 10 30% 23 70% Grade 8 5 24% 16 76% Math Proficiency At/Above 50PR Below 50PR Total # % Total# %	*Early on Grade Level Reading Fall 14% Spring 20% Math Fall 10% Spring 21% *One Grade Level Below Reading Fall 32% Spring 29% Math Fall 41% Spring 42% *Two Grade Levels Below Reading Fall 19% Spring 14% Math Fall 23% Spring 12% *Three or More Grade Levels Below Reading Fall 21% Spring 11% Math Fall 22% Spring 9%	*One Grade Level Below Reading Fall 34% Spring 32% Math Fall 49% Spring 36% *Two Grade Levels Below Reading Fall 17% Spring 10% Math Fall 21% Spring 9% *Three or More Grade Levels Below Reading Fall 21% Spring 11% Math Fall 18% Spring 10%	*One Grade Level Below Reading Fall 35% Winter 26% Math Fall 45% Winter 46% *Two Grade Levels Below Reading Fall 17% Winter 13% Math Fall 21% Winter 12% *Three or More Grade Levels Below Reading Fall 20% Winter 18% Math Fall 22% Winter 18%	students in the Mid/Above Grade Level and Early on Grade Level categories in both ELA and Math from fall to spring within each school year, and from spring of one year to spring of the next year. This will indicate sustained growth over time.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 3 21 50% 21 50% Grade 4 17 49% 18 51% Grade 5 21 58% 15 42% Grade 6 20 43% 26 57% Grade 7 15 44% 19 56% Grade 8 6 26% 17 74%				
Annual LEA survey of parents - questions about school climate and communication	81% of parents are comfortable contacting school staff if they have a concern 74% of parents say that communication is frequent, clear and two-way	96% of parents agreed that school staff treats them with respect. 74% of parents say that school staff takes their concerns seriously. 88% of parents agreed that school staff responds to their needs in a timely manner.	In the 22-23 survey: 98% of parents agreed that school staff treats them with respect. 90% of parents say that school staff takes their concerns seriously. 95% of parents agreed that school staff responds to their needs in a timely manner.	23-24 Survey has not yet been administered.	85% of surveyed parents will report that they are comfortable contacting school staff (or similar question). 80% of parents will report that communication is frequent, clear and two-way (or similar question).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual LEA survey of parents - questions about programs for unduplicated pupils and students with exceptional needs	<p>80% of parents of unduplicated pupils stated positive satisfaction with their role in school decisions that impact their student.</p> <p>75% of parents of exceptional needs students stated positive satisfaction with their role in school decisions that impact their student</p>	<p>Note: the name of this year's survey to Parents is the CORE Parent/Family Survey</p> <p>95% of parents surveyed with unduplicated pupils and those with exceptional needs stated positive satisfaction with the services their students receives.</p> <p>95% of parents surveyed with unduplicated pupils and those with exceptional needs stated positive satisfaction with their role in educational decisions that impact their student.</p>	<p>88% of parents surveyed in 22-23 who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction with the services their student receives.</p> <p>90% of parents surveyed in 22-23 who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction with their role in educational decisions that impact their student.</p>	23-24 Survey has not yet been administered.	<p>85% of parents of unduplicated pupils will state positive satisfaction with their role in school decisions that impact their student.</p> <p>80% of parents of exceptional needs students will state positive satisfaction with their role in school decisions that impact their student.</p>
Annual LEA survey of students and parents - questions about overall satisfaction	<p>53% of students surveyed in grades 4-8 answered that they liked school</p> <p>61% of parents surveyed answered</p>	<p>64% of students surveyed in grades 4-8 answered that in general they like school Often or Almost All of the Time</p>	<p>On the 22-23 student and parent surveys:</p> <p>61% of students surveyed in grades 4-8 answered that in general they like</p>	23-24 Survey has not yet been administered.	<p>65% of surveyed students will report that they like school (or similar question).</p> <p>75% of surveyed parents will report that</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	that their child enjoys coming to school	93% of parents surveyed agreed with the statement "My child enjoys coming to school."	school Often or Almost All of the time. 92% of parents surveyed agreed with the statement, "My child enjoys coming to school."		their child likes coming to school (or similar question).
Appropriate assignment of teachers in the subject areas, and, for the pupils they are teaching	All teachers are appropriately assigned	All teachers are appropriately assigned.	22-23 All teachers are appropriately assigned.	23-24 All teachers are appropriately assigned.	All teachers are appropriately assigned
Students enrolled in a Broad Course of Study, including Unduplicated Pupils and students with exceptional needs	100% of students surveyed in grades 4-8 are enrolled in a broad course of study.	In 21-22 100% of students in grades 4-8 will continue to be enrolled in a broad course of study.	In 22-23 100% of students in grades 4-8 will continue to be enrolled in a broad course of study.	In 23-24 100% of students in grades 4-8 will continue to be enrolled in a broad course of study.	100% of students in grades 4-8 will continue to be enrolled in a broad course of study.
Implementation of State Board Academic Content and Performance Standards, including ELD Standards, for all students	Progress in Implementation of academic standards adopted by the State Board of Education for all students 20-21. ELA - 3 Initial Implementation Math - 3 Initial Implementation	Progress in Implementation of academic standards adopted by the State Board of Education for all students 21-22. ELA - 4 Full Implementation Math - 4 Full Implementation	Progress in Implementation of academic standards adopted by the State Board of Education for all students 22-23. ELA - 4 Full Implementation Math - 4 Full Implementation	Implementation of State Board Academic Content and Performance Standards has not yet been determined for 23-24	Outcome: Growth by one level on the Self-Reflection Tool Rating Scale. ELA - 5 Full Implementation and sustainability Math - 5 Full Implementation and sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Science - 3 Initial Implementation History/Social Science - 3 Initial Implementation ELD - 3 Initial Implementation Physical Education - 3 Initial Implementation World Language - 1 Exploration and Research Phase Health Education - 3 Initial Implementation Visual and Performing Arts - Exploration and Research Phase - 1 Career Technical Education - 1 Exploration and Research	Next Generation Science Standards - 3 Initial Implementation History/Social Science - 3 Initial Implementation ELD - 3 Initial Implementation Physical Education - 4 Initial Implementation World Language - 1 Exploration and Research Phase Health Education - 3 Initial Implementation Visual and Performing Arts - 3 Initial Implementation Career Technical Education - 3 Initial Implementation	Next Generation Science Standards - 3 Initial Implementation History/Social Science - 3 Initial Implementation ELD - 3 Initial Implementation Physical Education - 4 Full Implementation World Language - 1 Exploration and Research Phase Health Education - 3 Initial Implementation Visual and Performing Arts - 3 Initial Implementation Career Technical Education - 3 Initial Implementation		Next Generation Science Standards - 4 Full Implementation History/Social Science - 4 Full Implementation ELD - 4 Full Implementation Physical Education - 5 Full Implementation and sustainability World Language - 2 Beginning Development Health Education - 4 Full Implementation Visual and Performing Arts - 4 Full Implementation Career Technical Education - 4 Full Implementation
Progress toward English proficiency as measured by the ELPAC	26.32% of English Language Learners scored proficient on the ELPAC in 2018-2019	LEA wide 5.71% of English Language Learners scored proficient on the ELPAC in 2020-2021	LEA wide 3.13% of English Language Learners scored proficient on the ELPAC in 2021-2022	LEA wide 16.67% of English Language Learners scored proficient on the ELPAC in 2022-2023	32% of English Language Learners will score proficient on the ELPAC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(Level 4, Well Developed)	(Level 4, Well Developed)	(Level 4, Well Developed)	
		Level 1 Minimally Developed 20-21: 8.57%	Level 1 Minimally Developed 21-22: 3.13%	Level 1 Minimally Developed 22-23: 10.00%	
		Level 2 Somewhat Developed 20-21: 42.86%	Level 2 Somewhat Developed 21-22: 37.50%	Level 2 Somewhat Developed 22-23: 36.67%	
		Level 3 Moderately Developed 20-21: 42.86%	Level 3 Moderately Developed 21-22: 56.25%	Level 3 Moderately Developed 22-23: 36.67%	

Goal Analysis

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 0 - No Implementation; 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress toward meeting the Broad Goal: The LEA will increase achievement in Mathematics, English Language Arts and Science through targeted and comprehensive academic support.

Action 1.1 - Student Success Center

Metric: 76% of students served by the Student Success Center have shown growth from the fall iReady ELA benchmark to the spring benchmark during the 23-24 school year.

Implementation Status: 4 - Full Implementation. The LEA will allow for staff salaries to continue an intervention program using the Response to Intervention model to assist students in recouping pandemic related learning loss in both ELA and Mathematics. The action also addresses the requirements of ATSI.

There were no substantive differences in planned action compared to the actual implementation.

Action 1.2 - Training in Core Programs

Metric: Sign-In Sheets from Staff Trainings in Core Programs

Implementation Status: 4 - Full Implementation. The LEA will provide training to teachers in core curriculum products. This training will ensure that our teachers are familiar with all of the resources that are available to them to address their students varying needs.

There were no substantive differences in planned action compared to the actual implementation.

Action 1.3 - Curriculum Adoption

Metric: 23-24 - 0% of students lacking curriculum instructional materials

Implementation Status: 4 - Full Implementation. The LEA will provide an ongoing purchase of ELA, Math and social studies curriculum.

There were no substantive differences in planned action compared to the actual implementation.

Action 1.4 - Learning Director/Coach 1 and 2

Metric: 23-24 - 100% of all Teachers who were not fully credentialed received mentorship and training from Learning Directors.

Implementation Status: 4 - Full Implementation. The LEA will provide two Learning Director/Coach positions to assist teachers with creating curriculum maps and pacing guides, facilitate Professional Learning Communities, mentor new teachers, and help establish a model of continuous improvement on our campus. The Learning Director/Coach will also provide supports to teachers in interpreting assessment data and using that data to guide their instruction. These positions will also assist the Superintendent/Principal with select administrator duties such as 504 meetings and implementation of CAASPP Summative and Smarter Balanced Interim Assessments. This is an action that addresses the requirements of ATSI.

There were no substantive differences in planned action compared to the actual implementation.

Action 1.5 - English Language Development Training for all Teachers

Metric: 23-24 LEA wide 16.67% of English Language Learners scored proficient on the ELPAC in 2022-2023 (Level 4) - Sign-in Sheets at TCOE Title III ELD Consortium Training

Implementation Status: 3 - Initial Implementation. The LEA continues to partner with Tulare County Office of Education (TCOE) through our Title III ELD Consortium and this allows our teachers to receive additional training and guidance as they work to support English Learners in the classroom. Title III funds incurred by the LEA go directly into the consortium. This is an action that addresses the requirements of ATSI.

There were no substantive differences in planned action compared to the actual implementation.

Action 1.6 - ELD Coordinator:

Metric: 23-24 LEA wide 16.67% of English Language Learners scored proficient on the ELPAC in 2022-2023 (Level 4) - LEA wide two English Learners were Reclassified Fluent English Proficient for the 2022-2023 school year for a reclassification rate of 7.1%

Implementation Status: 4 - Full Implementation. The LEA provides an English Language Development Coordinator to conduct intensive small group work with English Learners as well as maintain relationships with Spanish speaking families. The EL Coordinator manages yearly initial and summative ELPAC testing as well as the process re re-designating students. This action addresses the requirements of ATSI.

There were no substantive differences in planned action compared to the actual implementation.

Action 1.7 - Curriculum & Assessment Coordinator

Metric: 23-24 - 0% of students lacking curriculum instructional materials - LEA Wide CAASPP Performance 22-23 All Students 2022-2023: 42.91% met or exceeded standard for ELA; 40.25% met or exceeded standard for Math; 38.10% met or exceeded standard for Science
Implementation Status: 4 - Full Implementation. The LEA provides a Curriculum & Assessment Coordinator that helps facilitate new adoptions, manages curriculum subscriptions, rosters and maintains connections with online curriculum platforms, and schedules training and professional development related to current curriculum. This position also serves as LEA coordinator for CAASPP Summative and Smarter Balanced Interim Assessments as well as ELPAC.

There were no substantive differences in planned action compared to the actual implementation.

Action 1.8 - Response to Intervention Supplemental Curricular Materials and Programs

Metric: LEA Local Benchmark Data: Mid/Above Grade Level: Reading: 39% and Math 13%; *Early on Grade Level Reading: 19% and Math 26%; One Grade Level Below: Reading: 6% and Math 29%; Two Grade Levels Below: Reading: 3% and Math 6%; Three or More Grade Levels Below: Reading: 32% and Math 26%

Implementation Status: 4 - Full Implementation. The LEA provides computer based programs that allow for internal benchmark testing and individualized digital instruction to address learning gaps in areas and individualized digital instruction to address learning gaps in areas identified by those benchmarks. This supplemental intervention will complement and augment the core program offered in the Student Success Center. This action addresses the requirements of ATSI.

There were no substantive differences in planned action compared to the actual implementation.

Action 1.9 - Response To Intervention Supplemental Curriculum Training

Metric: Sign-in Sheets for RTI Supplemental Curriculum Training

Implementation Status: 4 - Full Implementation. The LEA provides training in the products purchased for supplemental RTI so teachers and support staff can use the programs and the data they provide to inform their instruction of unduplicated pupils.

There were no substantive differences in planned action compared to the actual implementation.

Action 1.10 - Classified Personnel

Metric: Each TK and Kindergarten classroom has a classified personnel staff member in addition to the certificated teacher.

Implementation Status: 4 - Full Implementation. The LEA provides classified salaries for paraprofessionals to support unduplicated students in all academic areas. This action addresses the requirements of ATSI.

There were no substantive differences in planned action compared to the actual implementation.

Action 1.11 - Retention of Highly Qualified Teachers

Implementation Status: 0 - No Implementation. The LEA had provided funds to retain highly qualified teachers to support quality education and academic achievement for unduplicated pupils, but ultimately benefiting all students. THIS ACTION HAS BEEN DISCONTINUED.

This was a one time Action coming out of COVID and was an attempt to retain highly qualified teachers.

This Action was discontinued and will not carry over into the new three year LCAP cycle.

Action 1.12 - Off-Site Training and Conferences

Metric: Sign-in Sheet from Off-Site Trainings and Conferences.

Implementation Status: 3 - Initial Implementation. The LEA provides supplemental professional training and conferences to continue to develop staff expertise in their assigned subject matter/grade level and increase organizational capacity. There were no substantive differences in planned action compared to the actual implementation.

Action 1.13 - Response to Intervention Core Curriculum Training

Metric: Sign-in Sheets from RTI Core Curriculum Trainings.

Implementation Status: 3 - Initial Implementation. The LEA provides training for the Student Success Center Teacher, classroom teachers and associated paraprofessionals in the ELA and Math curriculum that will be used for pull out small group intervention. Currently the Cullinan Orton Gillingham program.

There were no substantive differences in planned action compared to the actual implementation.

Action 1.14 - Edgenuity Online Learning Platform

Metric: Student attendance data from students placed into Independent Study.

Implementation Status: 4 - Fully Implemented. The LEA provides Comprehensive online learning platform for use with independent study students. Edgenuity provides equitable educational opportunities for students who due to illness or extreme habitual unruly behavior are unable to successfully attend in-person classes.

There were no substantive differences in planned action compared to the actual implementation.

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

Action 1.1 - Student Success Center: -71%

Expenditures were projected at \$25,177.00, and Estimated Actual Expenditures are projected at \$7,399.47. Material differences were a result of changes in funding to address the current year deficit.

Action 1.6 - ELD Coordinator: -80%

Expenditures were projected at \$88,848.00, and Estimated Actual Expenditures are projected at \$18,162.04. Material differences were a result of staffing changes for this position. Position changed from certificated to classified. This resulted in a considerably lower expense.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 - Not Effective; 2 - Somewhat Effective; 3 - Effective.

The actions outline in Goal One supported progress toward meeting the Broad Goal The LEA will increase achievement in Mathematics, English Language Arts and Science through targeted and comprehensive academic support.

Action(s): Action 1.1 - Student Success Center

Effectiveness of Action(s): 3 - Effective

Metric(s): 76% of students served by the Student Success Center have shown growth from the fall iReady ELA benchmark to the spring benchmark during the 23-24 school year.

Analysis Statement: In 2023 Sequoia Union's Student Success Center showed that the reading interventions that are provided in the SSC are having a positive impact on closing learning gaps and helping students show academic growth on LEA benchmarks and on CAASPP assessments.

Action(s): Action 1.2 - Training in Core Programs

Effectiveness of Action(s): 2 Somewhat Effective

Metric(s): Sign-In Sheets from Staff Trainings in Core Programs

Analysis Statement: Not all Core programs received a training this school year.

Action(s): Action 1.3 - Curriculum Adoption

Effectiveness of Action(s): 2 Somewhat Effective

Metric(s): 23-24 - 0% of students lacking curriculum instructional materials

Analysis Statement: Some of our adoptions of curriculum are getting older and it will be time to adopt new Math and ELA curriculum soon. All students have access to the current adopted curriculum in all academic subjects.

Action(s): Action 1.4 - Learning Director/Coach 1 and 2

Effectiveness of Action(s): 3 - Effective

Metric(s): 23-24 - 100% of all Teachers who were not fully credentialed received mentorship and training from Learning Directors.

Analysis Statement: The Learning Directors are full time teachers and provide all of the mentoring and coaching of non-fully credentialed teachers. The Learning Directors also plan the P.D. Wednesday's, Coordinate the 504 meetings, and help with state testing, among other duties. While the Learning Directors are successful and do a great job, the LEA will be moving to implement the hiring of a full time Assistant Principal and this will allow the Learning Directors to focus on their teaching assignments.

Action(s): Action 1.5 - English Language Development Training for all Teachers

Effectiveness of Action(s): 3 Effective

Metric(s): Sign-in Sheets at TCOE Title III ELD Consortium Training. 23-24 LEA wide 16.67% of English Language Learners scored proficient on the ELPAC in 2022-2023 (Level 4)

Analysis Statement: Through our consortium with TCOE, Title III ELD Training was brought to the District. This helped general classroom teachers learn to use additional tools to provide English Language Development in the regular lesson plans. Our EL data from ELPAC show an increase in Level 4 proficiency.

Action(s): Action 1.6 - ELD Coordinator

Effectiveness of Action(s): 3 Effective

Metric(s) ELPAC, CAASP, CAST and STAR data for EL Students.

Analysis Statement: The ELD Coordinator was very successful in providing 23-24 LEA wide 16.67% of English Language Learners scored proficient on the ELPAC in 2022-2023 (Level 4) - LEA wide two English Learners were Reclassified Fluent English Proficient for the 2022-2023 school year for a reclassification rate of

Action(s): Action 1.7 - Curriculum & Assessment Coordinator

Effectiveness of Action(s): 3 Effective

Metric(s) 23-24 - 0% of students lacking curriculum instructional materials - LEA Wide CAASPP Performance 22-23 All Students 2022-2023: 42.91% met or exceeded standard for ELA; 40.25% met or exceeded standard for Math; 38.10% met or exceeded standard for Science

Analysis Statement: The Curriculum & Assessment Coordinator is effective at making sure the District is totally compliant with providing curriculum to all students in all academic subjects. The results show growth in ELA and Math overall, which is due in large part to the operations of our Curriculum Coordinator.

Action(s): Action 1.8 - Response to Intervention Supplemental Curricular Materials and Programs

Effectiveness of Action(s): 3 Effective

Metric(s) LEA Local Benchmark Data: Mid/Above Grade Level: Reading: 39% and Math 13%; *Early on Grade Level Reading: 19% and Math 26%; One Grade Level Below: Reading: 6% and Math 29%; Two Grade Levels Below: Reading: 3% and Math 6%; Three or More Grade Levels Below: Reading: 32% and Math 26%

Analysis Statement: The Response to Intervention Supplemental Curricular Materials and Programs are Computer based programs that allow for internal benchmark testing and individualized digital instruction to address learning gaps The metrics show that these materials and programs are effective since our learning gaps are closing in ELA and Math.

Action(s): Action 1.9 - Response To Intervention Supplemental Curriculum Training

Effectiveness of Action(s): 3 Effective

Metric(s) Sign-in Sheets for RTI Supplemental Curriculum Training

Analysis Statement: The Response To Intervention Supplemental Curriculum Training was successfully attended and the program implemented in the 2023-2024 school year.

Action(s): Action 1.10 - Classified Personnel

Effectiveness of Action(s): 3 Effective

Metric(s): LEA Local Benchmark Data: Mid/Above Grade Level: Reading: 39% and Math 13%; *Early on Grade Level Reading: 19% and Math 26%; One Grade Level Below: Reading: 6% and Math 29%; Two Grade Levels Below: Reading: 3% and Math 6%; Three or More Grade Levels Below: Reading: 32% and Math 26%

Analysis Statement: The LEA provided classified salaries for paraprofessionals to support unduplicated students in all academic areas. This action provided for more small group instruction possibilities and helped ensure student growth in LEA local benchmark data.

Action(s): Action 1.11 - Retention of Highly Qualified Teachers

Effectiveness of Action(s): - 1 Not Effective

Metric(s): Action NOT implemented in 2022-2023 school year.

Analysis Statement: The LEA chose NOT to implement this Action in the 2022-2023 school year.

Action(s): Action 1.12 - Off-Site Training and Conferences

Effectiveness of Action(s): 3 Effective

Metric(s): Agenda's and Sign-in sheets from Off-Site Training and Conferences. Agenda's and Sign-in sheets from Staff PLC meetings on campus.

Analysis Statement: Teachers attended Off-Site Training and Conferences and are required to do a presentation and a training with the other staff members upon their return.

Action(s): Action 1.13 - Response to Intervention Core Curriculum Training

Effectiveness of Action(s): 3 Effective

Metric(s): Sign-in Sheets from RTI Core Curriculum Trainings.and Sign-in Sheets and Agenda's from on-site PLC trainings.

Analysis Statement: Teachers attended Response to Intervention Core Curriculum Training and Conferences and are required to do a presentation and a training with the other staff members upon their return.

Action(s): Action 1.14 - Edgenuity Online Learning Platform

Effectiveness of Action(s): 3 Effective

Metric(s): Student attendance data and student completion of courses data from students placed into Independent Study.

Analysis Statement: The LEA's implementation of the Independent Study program provides equitable educational opportunities for students who due to illness or extreme habitual unruly behavior are unable to successfully attend in-person classes.

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

After reflecting on the Data on prior practice, the LEA made the following changes to Goal 1:

New LCAP Action 1.1: Student Success Center: Stays Status Quo

Old LCAP Action 1.2: Training in Core Curriculum Programs moved to New LCAP Action 1.6: Off-Site Professional Development and Conferences and combined with Old LCAP Action 1.2 Training in Core Curriculum Programs; Old LCAP Action 1.9 Response to Intervention Supplemental Curriculum Training; Old LCAP Action 1.12 Off- Site Training and Conferences; and Old LCAP Action 1.13 Response to Intervention Core Curriculum Training.

Old LCAP Action 1.3: Curriculum Adoptions moved to Goal 3, Action 1 in the new LCAP.

Old LCAP Action 1.4: Learning Director/Coach 1 & 2 become Action 1.7: Learning Director I and II in the new LCAP.

Old LCAP Action 1.5: English Language Development Training for all Teachers is now Action 1.3 English Language Development Training in the new LCAP.

Old LCAP Action 1.6: ELD Coordinator is now Action 1.2 ELD Coordinator in the new LCAP.

Old LCAP Action 1.7 Curriculum & Assessment Coordinator has been dropped as a separate Action and combined with the duties of Goal 4, Action 4.1: Assistant Principal in the new LCAP.

Old LCAP Action 1.8 Response to Intervention Supplemental Curricular Materials and Programs changed to become Action 1.4: Local Benchmark Assessment Program in the new LCAP.

Old LCAP Action 1.9 Response to Intervention Training was combined into Action 1.6: Off-Site Professional Development and Conferences in the new LCAP and combined with Old LCAP Action 1.2 Training in Core Curriculum Programs; Old LCAP Action 1.9 Response to Intervention Supplemental Curriculum Training; Old LCAP Action 1.12 Off- Site Training and Conferences; and Old LCAP Action 1.13 Response to Intervention Core Curriculum Training.

Old LCAP Action 1.10: Classified Personnel is now Action 1.5 Classified Personnel in the new LCAP.

Old LCAP Action 1.11: Retention of Highly Qualified Teachers: This Action was meant as a one time benefit during COVID and is NOT an ACTION that will be written into the new LCAP.

Old LCAP Action 1.12: Off-Site Training and Conferences: This Action was combined into Action 1.6: Off-Site Professional Development and Conferences in the new LCAP and combined with Old LCAP Action 1.2 Training in Core Curriculum Programs; Old LCAP Action 1.9 Response to Intervention Supplemental Curriculum Training; Old LCAP Action 1.12 Off- Site Training and Conferences; and Old LCAP Action 1.13 Response to Intervention Core Curriculum Training.

Old LCAP Action: 1.13: Response to Intervention Core Curriculum Training. This Action was combined into Action 1.6 Off-Site Professional Development and Conferences in the new LCAP and combined with Old LCAP Action 1.2 Training in Core Curriculum Programs; Old LCAP Action 1.9 Response to Intervention Supplemental Curriculum Training; Old LCAP Action 1.12 Off- Site Training and Conferences; and Old LCAP Action 1.13 Response to Intervention Core Curriculum Training.

Old LCAP Action 1.14: Edgenuity Online Learning Platform is now Action 1.8 Imagine Learning Online Learning Platform in the new LCAP.

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

Goals and Actions

Goal

Goal #	Description
2	Sequoia Union Elementary School District will partner with parents and students to create a school climate that enriches and engages students, allowing them to reach their full potential as independent life-long learners. (State Priorities 4, 5, 6 & 8).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual survey of students and parents - questions about school satisfaction	<p>53% of students surveyed in grades 4-8 answered that they liked school</p> <p>61% of parents surveyed answered that their child enjoys coming to school</p>	<p>Note: The survey given to students this year was the CORE Elementary Student Survey</p> <p>64% of students surveyed answered that in general they like school "Often" or "Almost All of the Time".</p> <p>93% of parents surveyed agreed with the statement "My child enjoys coming to school."</p>	<p>61% of students surveyed in grades 4-8 answered that, in general, they like school Often or Almost All of the Time</p> <p>92% of parents surveyed agreed with the statement "My child enjoys coming to school."</p>	Annual surveys for staff students and parents will be sent out at the end of February.	<p>65% of surveyed students will report that they like school (or similar question).</p> <p>75% of surveyed parents will report that their child likes coming to school (or similar question).</p>
Annual survey of parents - questions about school climate	81% of parents are comfortable contacting school staff if they have a concern	Note: The survey given to parents this year was the CORE	<p>22-23</p> <p>98% of parents surveyed agreed that</p>	Annual surveys for staff students and parents will be sent	85% of surveyed parents will report that they are comfortable

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and communication with school staff	74% of parents say that communication is frequent, clear and two-way	Parent/Family Adapted Survey 96% of parents agreed that school staff treats them with respect. 74% of parents say that school staff takes their concerns seriously. 88% of parents agreed that school staff responds to their needs in a timely manner.	school staff treats them with respect. 90% of parents say that school staff takes their concerns seriously. 95% of parents agreed that school staff responds to their needs in a timely manner.	out at the end of February.	contacting school staff (or similar question). 80% of parents will report that communication is frequent, clear and two-way (or similar question).
Average daily attendance (ADA)	ADA for 19-20 was 98.7%	ADA for Sequoia Elementary Charter for the 21-22 school year is 94.24%	ADA for Sequoia Elementary Charter for the 22-23 school year is 93.47% (local data)	ADA for Sequoia Elementary Charter August - January is 95%	Average daily attendance will remain at 98% or higher
Chronic Absenteeism	Chronic absenteeism for 19-20 was 2.25%	Chronic absenteeism for Sequoia Elementary Charter is 14% for the 21-22 school year.	Chronic absenteeism for Sequoia Elementary Charter is 8% for the 22-23 school year (local data).	Chronic absenteeism according to the California School Dashboard for Sequoia Elementary Charter was 8.9% for the 22-23 school year.	Chronic absenteeism will decrease by .25 % and remain at 2% or below.
Suspension rates for all students and all subgroups on the	Suspension rate was 0% for the 19-20 school year.	Suspension rate for Sequoia Elementary Charter for the 21-22 school year is 7%.	Suspension rate for Sequoia Elementary Charter for the 22-23	Total suspension rate for Sequoia Elementary Charter for 22-23 according to	Suspension rate will remain at 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard			school year is 5% (local data).	<p>the California School Dashboard - 7.2% of students suspended at least one day.</p> <p>7.1% of Hispanic students were suspended at least one day.</p> <p>8.9% Socioeconomically Disadvantaged were suspended at least one day.</p> <p>8% of white students were suspended at least one day.</p>	
Expulsion rate for all students and all subgroups	Expulsion rate was 0% for the 19-20 school year.	Expulsion rate for Sequoia Elementary Charter for the 21-22 school year is 0%.	Expulsion rate for Sequoia Elementary Charter for the 21-22 school year is 0%.	Expulsion rate for Sequoia Elementary Charter for the 22-23 school year is 0%.	Expulsion rate will remain at 0%
Middle school dropout rate for all students and all subgroups	Middle school dropout rate was 0% for the 19-20 school year.	The middle school dropout rate for Sequoia Union Elementary School for 21-22 school year is 0%.	The middle school dropout rate for Sequoia Union Elementary School for 22-23 school year is 0%.	The middle school dropout rate for Sequoia Union Elementary School for 22-23 school year is 0%.	Middle school dropout rate will remain at 0%

Goal Analysis

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 0 - No Implementation; 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress toward meeting the Broad Goal: Sequoia Union Elementary School District will partner with parents and students to create a school climate that enriches and engages students, allowing them to reach their full potential as independent life-long learners.

Action 2.1 - STEM Through Agriculture

Metric: CAST Student Data

Implementation Status: 3 - Initial Implementation. Salaries and materials for the continued development of our STEM through Agriculture program, including a credentialed CTE agricultural teacher.

through Agriculture program, including a credentialed CTE agricultural teacher. The LEA hired a Single Subject Agriculture Science Teacher. The LEA implemented schoolwide STEM through Agriculture classes TK-5. The LEA implemented an 8th grade Ag Biology course. The LEA implemented an FFA Ag Elective Class. The FFA program became a certified FFA program, only the 2nd FFA program at a K-8 school in Tulare County.

There were no substantive differences in planned action compared to the actual implementation.

Action 2.2 - Library Media Center

Metric: STAR Reading Student Data

Implementation Status: 4 Full Implementation. This action allows for continued staffing and materials for the Library. Staff includes the Library, Media, Curriculum, Assessment Coordinator and a 12 hour a week Library Assistant. This action also includes materials for the growth and maintenance of the library collection.

There were no substantive differences in planned action compared to the actual implementation.

Action 2.3 - Outside Enrichment Opportunities

Metric: Average Daily Attendance Data

Implementation Status: 4 Full Implementation. This action allows for stipends, overtime, fees and other financial support for activities including the TCOE Spelling Bee, Poetry and Prose, Science Olympiad, Math Bowl, Reading Revolution and National History Day Competitions, as well as a yearly drama production.

There were no substantive differences in planned action compared to the actual implementation.

Action 2.4 - Supplies for Hands-On Science Instruction to Supplemental NGSS Adopted Curriculum

Metric: CAST Student Data

Implementation Status: 4 Full Implementation. This action allows for the purchase of equipment and consumable supplies to support science curriculum and hands on science learning experiences.

There were no substantive differences in planned action compared to the actual implementation.

Action 2.5 - PowerSchool Student Information System

Metric: Average Daily Attendance Data

Implementation Status: 4 Full Implementation. The LEA School Information System, PowerSchool, allows the LEA to collect the data necessary for state reporting as well as utilize communication tools such as the Parent/Student portal where families can track student progress.

There were no substantive differences in planned action compared to the actual implementation.

Action 2.6 - Intrado School Messenger

Metric: Average Daily Attendance Data

Implementation Status: 4 Full Implementation. This add-on product to the PowerSchool SIS allows for phone, email and text messaging with families. This product is crucial for keeping parents informed of important educational and social events on campus.

There were no substantive differences in planned action compared to the actual implementation.

Action 2.7 - Office Administrative Assistant & Attendance Clerk

Metric: Average Daily Attendance Data

Implementation Status: 4 Full Implementation. The LEA provides an administrative assistant and office clerk as another avenue of communication with families. These positions help the LEA to communicate more effectively with the public, as well as maintain accurate records for state reporting.

There were no substantive differences in planned action compared to the actual implementation

Action 2.8 - Edlio Website Hosting

Metric: Average Daily Attendance

Implementation Status: 4 Full Implementation. The LEA maintains a professional website presence where parents and the public can access information and relevant documents.

There were no substantive differences in planned action compared to the actual implementation.

Action 2.9 - Training in Differentiated Instruction and Universal Design for Learning

Metric: CAASPP, CAST, and STAR Data

Implementation Status: 0 No Implementation. The LEA was to provide training and support for teachers to design lessons that are accessible to students thereby keeping them engaged in learning experiences by adjusting content and strategies to their individual ability level.

There was a substantive difference in planned action compared to the actual implementation as the LEA decided to NOT implement this Action.

Action 2.10 - Materials Equipment and Supplies for Electives

Metric: Average Daily Attendance Data and Culminating Events in Elective Courses

Implementation Status: 3 Initial Implementation. The LEA will provide equipment and supplies to assist in teaching elective/enrichment classes to expand the course of study for our students.

There were no substantive differences in planned action compared to the actual implementation.

Action 2.11 - Music Instructor

Metric: Average Daily Attendance Data and Culminating Events in the Music Course

Implementation Status: 3 Initial Implementation. The LEA will provide a Classified 6.5 hour a day employee with musical knowledge and experience in working with children to instruct all students K-5, elective students 6-8 and ELOP participants in the fundamentals of voice, reading music, and learning to play an instrument.

There was a substantive difference in planned action compared to the actual implementation as the LEA hired a Certificated Music Credentialed Teacher to lead this program.

Action 2.12 - Experiential Learning Program

Metric: Average Daily Attendance Data and CAASPP, CAST, and STAR Data

Implementation Status: 4 Full Implementation. The Experiential Learning program provides for one to two off site learning experiences per year that enhance grade level standards and allow students to experience academic concepts in the wider world.

There were no substantive differences in planned action compared to the actual implementation.

Action 2.13 - School Attendance Review Board Independent Contractor

Metric: Average Daily Attendance Data

Implementation Status: 3 Initial Implementation. Contract with Education Consulting Services LLC to provide administrative hearing services pursuant to SARB related educational statutes.

There were no substantive differences in planned action compared to the actual implementation.

Action 2.14 - After School Sports Program

Metric: Average Daily Attendance Data and Student GPA Data

Implementation Status: 4 Full Implementation. The LEA will provide personnel, equipment and travel expenses to conduct an after school sports program for boys and girls in grades 6-8 throughout the regular school year.

There were no substantive differences in planned action compared to the actual implementation.

Action 2.15 - Expanded Learning Opportunities Program

Metric: Average Daily Attendance Data

Implementation Status: 3 Initial Implementation. The LEA implements this State mandated program extending enrichment activities and learning opportunities to 9 hours a day and 30 extra school days a year. This program is currently only available to students in grades 6 and below, therefore no funds are allocated to the Elementary School

There were some substantive differences in planned action compared to the actual implementation due to staffing changes throughout the year. The bulk of the ELOP initiative was implemented as stated in this Action.

Action 2.16 - Campus Wide Reading Culture Initiative

Metric: STAR Reading Data

Implementation Status: 3 Initial Implementation. The LEA provides funds for new class novel sets, rewards and incentives for students who meet reading goals. No cost elements in the initiative include instituting "Reading Buddies" on a regular basis, handing out reading Awards at the trimester assemblies, and re-emphasizing regular library visits by all classes.

There were some substantive differences in planned action compared to the actual implementation due to Library staff being tasked with other duties. The bulk of the Reading initiative Action was implemented as stated.

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

Action 2.1 - STEM Through Agriculture: -19%

Expenditures were projected at \$123,471.35.00, and Estimated Actual Expenditures are projected at \$100,452.51. Material differences were a result of changes in funding to address the current year deficit.

Action 2.4 - Supplies for Hands-On Science Instruction to Supplemental NGSS Adopted Curriculum: -83%

Expenditures were projected at \$1,780.00, and Estimated Actual Expenditures are projected at \$295.23. Material differences were a result of changes in funding to address the current year deficit.

Action 2.5 - PowerSchool Student Information System: +22%

Expenditures were projected at \$7,565.00, and Estimated Actual Expenditures are projected at \$9,229.63. Material differences were a result of charges due to customizations of the PowerSchool software.

Action 2.10 - Materials Equipment and Supplies for Electives: -85%

Expenditures were projected at \$8,267.00, and Estimated Actual Expenditures are projected at \$1,272.88. Material differences were a result of changes in funding to address the current year deficit.

Action 2.13 - School Attendance Review Board Independent Contractor: -98%

Expenditures were projected at \$2,670.00, and Estimated Actual Expenditures are projected at \$262.55. Material differences were a result of lower projected utilization of independent contractor services.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 - Not Effective; 2 - Somewhat Effective; 3 - Effective.

The actions outline in Goal One supported progress toward meeting the Broad Goal: Sequoia Union Elementary School District will partner with parents to provide an educational experience that enriches and engages students providing them with the tools and experience they need to reach their full potential as independent life-long learners.

Action(s): Action 2.1 - STEM Through Agriculture

Effectiveness of Action(s): 3 - Effective

Metric(s): CAST Student DATA for 2023-2024

Analysis Statement: The LEA hired a Single Subject Agriculture Science Teacher. The LEA implemented schoolwide STEM through Agriculture classes TK-5. The LEA implemented an 8th grade Ag Biology course. The LEA implemented an FFA Ag Elective Class. The FFA program became a certified FFA program, only the 2nd FFA program at a K-8 school in Tulare County.

Action(s): Action 2.2 - Library Media Center

Effectiveness of Action(s): 3 - Effective

Metric(s): STAR Reading Student Data

Analysis Statement: This action allows for continued staffing and materials for the Library. Staff includes the Library, Media, Curriculum, Assessment Coordinator and a 12 hour a week Library Assistant. This action also includes materials for the growth and maintenance of the library collection.

Action(s): Action 2.3 - Outside Enrichment Opportunities

Effectiveness of Action(s):

Metric(s): Average Daily Attendance Data

Analysis Statement: This action allows for stipends, overtime, fees and other financial support for activities including the TCOE Spelling Bee, Poetry and Prose, Science Olympiad, Math Bowl, Reading Revolution and National History Day Competitions, as well as a yearly drama production.

Action(s): Action 2.4 - Supplies for Hands-On Science Instruction to Supplemental NGSS Adopted Curriculum

Effectiveness of Action(s): 3 Effective

Metric(s): CAST Student Data

Analysis Statement: This action allows for the purchase of equipment and consumable supplies to support science curriculum and hands on science learning experiences.

Action(s): Action 2.5 - PowerSchool Student Information System

Effectiveness of Action(s): 3 Effective

Metric(s): Average Daily Attendance Data

Analysis Statement: The LEA School Information System, PowerSchool. allows the LEA to collect the data necessary for state reporting as well as utilize communication tools such as the Parent/Student portal where families can track student progress.

Action(s): Action 2.6 - Intrado School Messenger

Effectiveness of Action(s): 3 Effective

Metric(s): Average Daily Attendance Data

Analysis Statement: This add-on product to the PowerSchool SIS allows for phone, email and text messaging with families. This product is crucial for keeping parents informed of important educational and social events on campus.

Action(s): Action 2.7 - Office Administrative Assistant & Attendance Clerk

Effectiveness of Action(s): 3 Effective

Metric(s): Average Daily Attendance Data

Analysis Statement: The LEA provides an administrative assistant and office clerk as another avenue of communication with families. These positions help the LEA to communicate more effectively with the public, as well as maintain accurate records for state reporting.

Action(s): Action 2.8 - Edlio Website Hosting

Effectiveness of Action(s): 3 Effective

Metric(s): Average Daily Attendance Data

Analysis Statement: The LEA maintains a professional website presence where parents and the public can access information and relevant documents.

Action(s): Action 2.9 - Training in Differentiated Instruction and Universal Design for Learning

Effectiveness of Action(s): 1 Not Effective

Metric(s): CAASPP, CAST, and STAR Data

Analysis Statement: The LEA was to provide training and support for teachers to design lessons that are accessible to students thereby keeping them engaged in learning experiences by adjusting content and strategies to their individual ability level. The LEA decided NOT to implement this Action.

Action(s): Action 2.10 - Materials Equipment and Supplies for Electives

Effectiveness of Action(s): 3 Effective

Metric(s): Average Daily Attendance Data and Culminating Events in Elective Courses

Analysis Statement: The LEA provided equipment and supplies to assist in teaching elective/enrichment classes to expand the course of study for our students. There were culminating events held for some classes during Open House. There was a Winter Concert prior to Winter break. There was a Spring Concert prior to the Open House.

Action(s): Action 2.11 - Music Instructor

Effectiveness of Action(s): 2 Somewhat Effective

Metric(s): Average Daily Attendance Data and Culminating Events in the Music Course

Analysis Statement: The Music Department held a Winter Concert prior to Winter break. There was a Spring Concert prior to the Open House. The Administration and Staff will decide the direction of the Music and Arts program for the 2024-2025 school year.

Action(s): Action 2.12- Experiential Learning Program

Effectiveness of Action(s): 3 Effective

Metric(s): Average Daily Attendance Data and CAASPP, CAST, and STAR Data

Analysis Statement: The Experiential Learning program provides for one to two off site learning experiences per year that enhance grade level standards and allow students to experience academic concepts in the wider world.

Action(s): Action 2.13 - School Attendance Review Board Independent Contractor

Effectiveness of Action(s): 1 Not Effective

Metric(s): Average Daily Attendance Data

Analysis Statement: The LEA provide contracted services for a School Attendance Review Board (SARB) Independent Contractor to meet with parents on students who are habitually absent. The data shows a limited result in increasing average daily attendance for students who are habitually absent.

Action(s): Action 2.14 - After School Sports Program

Effectiveness of Action(s):3 Effective

Metric(s):Average Daily Attendance Data and Student GPA Data

Analysis Statement: The LEA provides personnel, equipment and travel expenses to conduct an after school sports program for boys and girls in grades 6-8 throughout the regular school year. Their are attendance and GPA requirements that are required in order for a student to qualify to be on a sports team. This helps keep A.D.A. higher and helps to keep the overall student GPA higher in grades 6-8.

Action(s): Action 2.15 - Expanded Learning Opportunities Program

Effectiveness of Action(s): 2 Somewhat Effective

Metric(s): Average Daily Attendance Data

Analysis Statement: The LEA implements this State mandated program extending enrichment activities and learning opportunities to 9 hours a day and 30 extra school days a year. This program is currently only available to students in grades 6 and below, therefore no funds are allocated to the Elementary School. There were some substantive differences in planned action compared to the actual implementation due to staffing changes throughout the year. The bulk of the ELOP initiative was implemented as stated in this Action.

Action(s): Action 2.16 - Campus Wide Reading Culture Initiative

Effectiveness of Action(s):3 Effective

Metric(s): STAR Reading Data

Analysis Statement: The LEA provides funds for new class novel sets, rewards and incentives for students who meet reading goals. No cost elements in the initiative include instituting "Reading Buddies" on a regular basis, handing out reading Awards at the trimester assemblies, and re-emphasizing regular library visits by all classes.

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

After reflecting on the Data on prior practice, the LEA made the following changes to Goal 2:

Old LCAP Action 2.1 STEM Through Agriculture is now 2.1 CTE Agriculture Program in the new LCAP.

Old LCAP Action 2.2 Library Media Center is the same in the new LCAP.

Old LCAP Action 2.3 Outside Enrichment Opportunities is now Action 2.3 TCOE Educational Enrichment Programs in the new LCAP.

Old LCAP Action 2.4 Supplies for Hands-On Science Instruction to Supplemental NGSS Adopted Curriculum is now combine with Action 2.1 STEM Through Agriculture in the new LCAP.

Old LCAP Action 2.5 PowerSchool Student Information System has been moved to Goal 4 as Action 4.10 PowerSchool Student Information System in the new LCAP.

Old LCAP Action 2.6 Intrado School Messenger has been moved to Goal 4 as Action 4.9 Intrado School Messenger in the new LCAP.

Old LCAP Action 2.7 Office Administrative Assistant & Attendance Clerk has been discontinued from being listed in the new LCAP.

Old LCAP Action 2.8 Edlio Website Hosting has been moved to Goal 4 as Action 4.8 Edlio Website Hosting in the new LCAP.

Old LCAP Action 2.9 Training in Differentiated Instruction and Universal Design for Learning was never implemented in any of the school years during the previous LCAP cycle and has been dropped as an Action in the new LCAP.

Old LCAP Action 2.10 Materials Equipment and Supplies for Electives has been combined into the regular classroom curriculum materials and supplies budget and is not listed separately in the new LCAP.

Old LCAP Action 2.11 Music Instructor is now Action 2.4 Musical Theater Program in the new LCAP.

Old LCAP Action 2.12 Experiential Learning Program is now Action2.5 Experiential Learning Program in the new LCAP.

Old LCAP Action 2.13 School Attendance Review Board Independent Contractor was considered an ineffective Action and has been dropped as an Action in the new LCAP.

Old LCAP Action 2.14 After School Sports Program is now Action 2.6 After School Sports Program in the new LCAP.

Old LCAP Action 2.15 Expanded Learning Opportunities Program is now Action 2.7 in the new LCAP.

Old LCAP Action 2.16 Campus Wide Reading Culture Initiative is now Action 2.8 in the new LCAP.

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

Goals and Actions

Goal

Goal #	Description
3	Sequoia Union will maintain a physically safe and supportive environment where students and teachers have the social, emotional, technological, and material resources necessary for successful teaching and learning. (State Priorities 1, 3 & 7)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual survey of students - questions about school safety	59% of students in grades four and up felt safe at school "almost all the time" in the last month 29% of students in grades four and up felt safe at school "once in a while" or "almost never" within the last month	21-22 68% of students surveyed responded that they felt "safe" or "very safe" at school.	22-23 LEA wide 73% of students surveyed responded that they felt "safe" or "very safe" at school.	Annual surveys for staff students and parents will be sent out at the end of February.	70% of students will feel safe at school "almost all the time" (or similar answer)
Annual survey of staff - questions about belonging and satisfaction	Belonging - Agree or Somewhat Agree 82% Satisfied - Agree or Somewhat Agree 86%	21-22 LEA Wide: Belonging - 42% of staff Agree or Strongly Agree with the statement "This school promotes trust and collegiality among staff".	22-23 LEA Wide: Belonging - 71% of staff Agree or Strongly Agree with the statement "This school promotes trust and collegiality among staff".	Annual surveys for staff students and parents will be sent out at the end of February.	Reported Belonging and Satisfaction with the working environment at Sequoia Union will increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Satisfaction - 71% of staff Agree or Strongly Agree with the statement "This school is a supportive and inviting place for staff to work".</p> <p>Belonging & Satisfaction 58% of staff stated that Nearly All or Most "adults at this school support and treat each other with respect".</p>	<p>Satisfaction - 86% of staff Agree or Strongly Agree with the statement "This school is a supportive and inviting place for staff to work".</p> <p>Belonging & Satisfaction 74% of staff stated that Nearly All or Most "adults at this school support and treat each other with respect".</p>		
Reported condition of student issued Chromebook	32% of parents surveyed rated the condition of their students' technological device to be in fair or poor condition.	17% of students rated the condition of their chromebook to be fair, and 0% rated the condition of their Chromebook to be poor.	17% of students rated the functional condition of their Chromebook to be fair and 3% rated the condition to be poor.	Annual surveys for staff students and parents will be sent out at the end of February.	The percent of parent's reporting that their student's device is in fair or poor condition will be reduced by 10%
Reported adequacy of teacher issued tools and equipment	86% of teachers agree or somewhat agree that they have adequate tools and equipment to do their jobs.	<p>21-22 LEA Wide</p> <p>67% of teachers rated the condition of the equipment in their classroom as "Good".</p> <p>50% of staff members agree or strongly agree that they have adequate tools and</p>	<p>22-23 LEA Wide</p> <p>91% of staff members surveyed agreed or strongly agreed that they have adequate tools and equipment to do their jobs.</p>	Annual surveys for staff students and parents will be sent out at the end of February.	The percentage of teachers reporting that they have adequate tools and equipment to do their jobs will increase by 2% a year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		equipment to do their jobs.			
Access to standards aligned instructional materials as mandated by the Williams Act	0% of students lacking instructional materials	0% of students lacking instructional materials.	0% of students lacking instructional materials.	0% of students lacking instructional materials.	0% students lacking instructional materials
Age of student issued technological device	Approximately 30 N21 Chromebooks purchased in 2015 and 2016 are still in circulation during the 20-21 school year.	No Chromebooks currently in circulation are over five years old.	No Chromebooks currently in circulation are over five years old.	No Chromebooks currently in circulation are over five years old.	No devices older than five years will be in use on the Sequoia Union Charter School campus.
Williams Facilities Inspection Tool	Overall summary ranking for the 20-21 school year was Good as reported in the SARC.	Overall summary ranking for the 21-22 school year was Good as reported in the SARC.	Overall summary of facility conditions for the 21-22 school year was Exemplary as reported in the SARC.	Overall summary of facility conditions for the 22-23 school year was Good as reported in the SARC	Facilities will continue to be ranked "Good"
Annual Survey of staff - Questions about safety	This question was asked for the first time on the 21-22 staff survey, therefore Year 1 Outcomes will serve as baseline.	21-22 LEA Wide 55% of staff surveyed felt "Safe" or "Very Safe" while at school.	22-23 LEA Wide 71% of staff surveyed felt "Safe" or "Very Safe" while at school.	Annual surveys for staff students and parents will be sent out at the end of February.	The majority of staff will feel safe on campus, and self-reported feelings of safety will increase each year.
Annual Survey of students - questions about growth mindset, self management and self-efficacy.	These questions were aggregated into categories first time during the 22-23 school year. Year 2 Outcomes will serve as baseline.		80% of students surveyed answered "completely true" or "mostly true" to questions about their thinking, indicating a growth mindset.	Annual surveys for staff students and parents will be sent out at the end of February.	Percentage of students exhibiting a growth mindset, self management and self-efficacy will increase from baseline.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>75% of students surveyed answered "almost all the time" or "often" to questions about their behavior indicating a high degree of self-management.</p> <p>65% of students answered that they were "completely confident" or "mostly confident" in their abilities complete a task or achieve a goal, indicating a high degree of self-efficacy.</p>		

Goal Analysis

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 0 - No Implementation; 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress toward meeting the Broad Goal: Sequoia Union Elementary School District will maintain a physically safe and supportive environment where students and teachers have the material, technological and health related resources necessary for successful teaching and learning.

Action 3.1 Counseling/Social Services

Metric: Average Daily Attendance Data and Student Survey Data

Implementation Status: 3 Initial Implementation

There were no substantive differences in planned action compared to the actual implementation.

Action 3.2 Chromebooks, Tablets and WiFi Devices for Students

Metric: CAASPP, CAST and STAR Data

Implementation Status: 4 Full Implementation

There were no substantive differences in planned action compared to the actual implementation.

Action 3.3 Teacher/Classroom Technology

Metric: CAASPP, CAST and STAR Data

Implementation Status: 4 Full Implementation

There were no substantive differences in planned action compared to the actual implementation.

Action 3.4 Support Staff Professional Development, Materials and Training

Metric: CAASPP, CAST and STAR Data

Implementation Status: 4 Full Implementation

There were no substantive differences in planned action compared to the actual implementation.

Action 3.5 School Safety Personnel, Materials and Training

Metric: Suspension and Incident Report Data

Implementation Status: 3 Initial Implementation

There were no substantive differences in planned action compared to the actual implementation.

Action 3.6 Campus Technology Support

Metric: CAASPP, CAST and STAR Data

Implementation Status: 2 Beginning Development

There was a substantive differences in planned action compared to the actual implementation.in that TCOE dropped their contract with the LEA and the LEA hired a full time Technician for the 2023-2024 school year.

Action 3.7 After School Learning Hub

Metric: Average Daily Attendance Data

Implementation Status: 0 No Implementation

There was a substantive differences in planned action compared to the actual implementation in that this Action was combined into Action 2.15 Expanded Learning Opportunities Program

Action 3.8 School Nurse LVN

Metric: Average Daily Attendance Data and Student Medical Data

Implementation Status: 4 Full Implementation

There were no substantive differences in planned action compared to the actual implementation.

Action 3.9 Digital Monitoring Software

Metric: Suspension and Incident Report Data

Implementation Status: 4 Full Implementation

There were no substantive differences in planned action compared to the actual implementation.

Action 3.10 ActVnet Crisis Information Program

Metric: Campus Security and Sheriff Incident Reports

Implementation Status: 3 Initial Implementation

There were no substantive differences in planned action compared to the actual implementation.

Action 3.11 Junior High Bathroom Modification

Metric: Job Completion and Operability

Implementation Status: 5 Full Implementation and Sustainability

There were no substantive differences in planned action compared to the actual implementation.

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

Action 3.5 School Safety Personnel, Materials and Training: -27%

Expenditures were projected at \$48,874.36, and Estimated Actual Expenditures are projected at \$35,691.75. Material differences were a result of changes in funding to address the current year deficit.

Action 3.6 Campus Technology Support: -83%

Expenditures were projected at \$9,885.00, and Estimated Actual Expenditures are projected at \$1,703.22. Material differences were a result of changes in funding to address the current year deficit.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 - Not Effective; 2 - Somewhat Effective; 3 - Effective.

The actions outline in Goal One supported progress toward meeting the Broad Goal: Sequoia Union Elementary School District will maintain a physically safe and supportive environment where students and teachers have the material, technological and health related resources necessary for successful teaching and learning.

Action(s): Action 3.1 Counseling/Social Services

Effectiveness of Action(s): 3 Effective

Metric(s): Average Daily Attendance Data and Student Survey Data

Analysis Statement: The LEA has a contracted through Tulare County to provided two Counselors who are licensed L.M.F.T.'s and they have established rapport with numerous students who are struggling with wellness and social and emotional issues. The counselors have helped students feel more connected to school; and this has increased their attendance at school.

Action(s): Action 3.2 Chromebooks, Tablets and WiFi Devices for Students

Effectiveness of Action(s): 3 Effective

Metric(s): CAASPP, CAST and STAR Data show an increase in student achievement at Sequoia Union.

Analysis Statement: Student academic success is due in part to the fact that students are provided with high quality, functioning technology every day!

Action(s): Action 3.3 Teacher/Classroom Technology

Effectiveness of Action(s): 3 Effective

Metric(s): CAASPP, CAST and STAR Data show an increase in student achievement at Sequoia Union.

Analysis Statement: Student academic success is due in part to the fact that teachers can deliver high quality lessons through the classroom technology that is in each classroom.

Action(s): Action 3.4 Support Staff Professional Development, Materials and Training

Effectiveness of Action(s): 3 Effective

Metric(s): CAASPP, CAST and STAR Data show an increase in student achievement at Sequoia Union.

Analysis Statement: Support Staff are provided professional development, materials, and training and thus students receive high quality lessons through each day and that contributes to increase student achievement.

Action(s): Action 3.5 School Safety Personnel, Materials and Training

Effectiveness of Action(s): 2 Somewhat Effective

Metric(s): Suspension and Incident Report Data shows an increase in suspensions and incident reports being written from the 2022-23 to the 2023-24 school year..

Analysis Statement: Suspension and Incident Report Data shows an increase in suspensions and incident reports being written from the 2022-23 to the 2023-24 school year, but the Campus Safety Supervisor helped to defuse many other situations along with the Administration

that could have resulted in even more suspensions and incident reports. The addition of an Assistant Principal position for the 2024-25 school year will help to provide additional services to help with school safety and student discipline.

Action(s): Action 3.6 Campus Technology Support

Effectiveness of Action(s): 3 Effective

Metric(s): CAASPP, CAST and STAR Data show an increase in student achievement at Sequoia Union.

Analysis Statement: Student academic success is due in part to the fact that a Full Time Campus Technology Technician has been put in place so that high quality lessons can be delivered by teachers through the classroom technology that is in each classroom.

Action(s): Action 3.7 After School Learning Hub

Effectiveness of Action(s): 1 Not Effective

Metric(s): Average Daily Attendance.

Analysis Statement: There was a substantive differences in planned action compared to the actual implementation in that this Action was combined into Action 2.15 Expanded Learning Opportunities Program

Action(s): Action 3.8 School Nurse LVN

Effectiveness of Action(s): 3 Effective

Metric(s): Average Daily Attendance Data shows an increase in ADA for 2023-24 and Student Medical Data shows a decrease in student injuries on campus during 2023-24.

Analysis Statement: The LEA provides an LVN for each school day which has resulted in Average Daily Attendance Data shows an increase in ADA for 2023-24 and Student Medical Data shows a decrease in student injuries on campus during 2023-24.

Action(s): Action 3.9 Digital Monitoring Software

Effectiveness of Action(s): 3 Effective

Metric(s): Suspension and Incident Report Data shows a decrease in the number of incident reports being written about students being on non-compliant websites during the course of the school day and this has lowered the number of suspension related to technology misuse issues in 2023-24.

Analysis Statement: Due to the use of Digital Monitoring Software Suspension and Incident Report Data shows a decrease in the number of incident reports being written about students being on non-compliant websites during the course of the school day and this has lowered the number of suspension related to technology misuse issues in 2023-24.

Action(s): Action 3.10 ActVnet Crisis Information Program

Effectiveness of Action(s): 2 Somewhat Effective

Metric(s): Campus Security and Sheriff Incident Reports

Analysis Statement: The LEA is still in the implementation process with the ActVnet Crisis Information System.

Action(s): Action 3.11 Junior High Bathroom Modification

Effectiveness of Action(s): 3 Effective

Metric(s): Completion of the project

Analysis Statement: The LEA has successfully completed this project.

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

After reflecting on the Data on prior practice, the LEA made the following changes to Goal 3:

Old LCAP Action 3.1 Counseling/Social Services is now Action 3.9 Counseling/Social Services in the new LCAP.

Old LCAP Action 3.2 Chromebooks, Tablets and WiFi Devices for Students is now Action 3.3 Student Technology in the new LCAP.

Old LCAP Action 3.3 Teacher/Classroom Technology is now Action 3.2 Classroom Technology in the new LCAP.

Old LCAP Action 3.4 Support Staff Professional Development, Materials and Training is now combined with Action 3.7 School Safety Personnel, materials and training in the new LCAP.

Old LCAP Action 3.5 School Safety Personnel, Materials and Training is now Action 3.7 School Safety Personnel, materials and training in the new LCAP.

Old LCAP Action 3.6 Campus Technology Support is now Action 3.4 in the new LCAP.

Old LCAP Action 3.7 After School Learning Hub is now combined with Action 2.15 Expanded Learning Opportunities Program in the new LCAP.

Old LCAP Action 3.8 School Nurse LVN continues as the same Action 3.8 School Nurse LVN in the new LCAP.

Old LCAP Action 3.9 Digital Monitoring Software is now Action 3.5 Digital Monitoring Software in the new LCAP.

Old LCAP Action 3.10 ActVnet Crisis Information Program is now Action 3.6 ActVnet Crisis Information Program in the new LCAP.

Old LCAP Action 3.11 Junior High Bathroom Modification is not in the new LCAP since this Action has been completed.

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

Goals and Actions

Goal

Goal #	Description
4	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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.

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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.

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.4 Approve the 2024-2025 District LCAP and Budget Overview for Parents

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



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
Sequoia Union Elementary School District	Ken Horn Superintendent/Principal	kenhorn@sequoiaunion.org (559) 564-2106

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.

Sequoia Union Elementary School District is a rural single site district consisting of a traditional Elementary School (grade 8), which shares a school site with a dependant Charter School (grades K-7). The campus has a rich history and serves as the center of the small agricultural community of Lemon Cove. Many local families have had multiple generations attend our school, and roughly half of our staff either attended Sequoia Union themselves, or had children matriculate through the district. Typical enrollment for the Elementary School fluctuates in size from 30 to 45 students depending on the year. Currently 27% of the student body comes from outside district boundaries. Families who choose to attend from outside the district cite the small class size, rural location, and family atmosphere of our campus. Events such as our annual carnival, track meet, drama production and multi-day eighth grade trip are cherished traditions in our community.

Sequoia Union enjoys active parent volunteer groups including the Parent Teacher Club and the Sports Boosters organization. These groups collectively raise upwards of \$30,000 each year which they split between the Elementary School and the dependant Charter to fund school field trips and other extracurricular activities.

The with the renewal of the district's charter school in 2020, Sequoia Union Elementary School District adopted an agricultural focus; in 2023 the district realized the long held goal of hiring a credentialed agricultural teacher. Students at Sequoia Union Elementary have the

opportunity to take both Agricultural Biology as their main science course and an agriculture elective. In 2024 a junior high chapter of FFA was chartered and FFA members participated in both local and state wide FFA conferences and competitions. Development of our school farm have continued this year with fencing and irrigation plans in place and the purchase of a brand new tractor. The district has begun writing grants as part of the farm development process and plans to develop a three course CTE agricultural pathway for middle school students. The vision for the district as a whole is to provide a robust education in all academic areas enhanced by hands-on learning on the farm site with option of a deeper dive into agricultural education for middle school students. Surveys of educational partners continue to show that this type of active, experiential instruction is valued by our parents and community partners.

The Elementary School serves a population that is currently 39.3% socioeconomically disadvantaged, 3% English Learners and 12% redesignated students. Demographically the Elementary School is made up of Caucasian students, 57.5%, and Hispanic students, 42.4%.

In the narratives that follow, sometimes statistics may be cited that combine the Elementary School and the dependant Charter. For the purposes of this LCAP the total enrollment, allocated funds and actions are for the 8th Grade only; the Elementary School and the Charter have separate LCAPs and are funded as separate entities.

Reflections: Annual Performance

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

Sequoia Union Elementary improved overall academic performance in both English Language Arts and Mathematics from 2022 to 2023 according to the California School Dashboard. Scores in English Language Arts were "green" on the Dashboard and went up by 23 points overall. Scores in Mathematics were "yellow" and went up by 41.2 points overall. Because the enrollment numbers for the Elementary School are so low, performance colors are not available for specific student groups; however, the Dashboard does show that Hispanic students' scores as a group increased by 6.3 points in English Language Arts and 8.1 points in Mathematics. Socioeconomically disadvantaged students went down in their English Language Arts scores by a significant 40.3 points, but "maintained" in math with essentially no change.

The district made progress in the area of academic engagement, with chronic absenteeism in the "green" category, a 14% decline from the previous year. Though the Dashboard shows that Conditions and Climate have improved with the suspension rate scoring "yellow" and declining by 7.5%, our local data collected from surveys of students, parents and staff show a school climate that is in need of significant improvement.

Surveys of students show a decline in the number of students who gave a positive answer when asked "In general, would you say you like school" from 61% in 2023 to 51% in 2024. Student's reported abilities in self-management skills have also declined by 11% since last year, showing a reduction in students abilities to follow directions, pay attention, stay calm, and complete work in a timely manner. Among parents, less than half of respondents answered that they believed discipline on campus is fair, down from 81% in 2023. The number of parents who report that school staff welcomes their suggestions also dropped significantly from 90% to 54%. Like students and parents, staff are also report a deteriorating school climate. 89% of teachers agreed that disruptive student behavior is a moderate to severe problem. 78% disagree or strongly disagree that the school effectively handles student discipline and behavioral problems, and only 20% of staff report that their colleagues have a "quite" or "extremely" positive attitude.

This data reveals that significant action needs to take place to repair and strengthen the culture in the district. As such, the LEA has made two sizeable changes to the LCAP to address this issue. A fourth goal has been added to this new three year cycle of the LCAP that will specifically address campus culture. Actions associated with this goal will include initiatives to address student needs such as character education and discipline programs, as well as conferences and professional development for teachers that will specifically provide training in how to change school culture. The governing board of the LEA has also approved an additional administrator for next year, realizing a goal held by many in the district for at least a decade. It is clear from staff and parent feedback that many of the areas in need of improvement - student discipline, communication with parents, staff management - have suffered because there is too many responsibilities for a single administrator to handle.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<p>Teachers were invited to engage with the LCAP process in the following ways:</p> <p>Teachers were asked to take two surveys administered via the Kelvin survey platform:</p> <p>~A Climate and Culture Survey - 95% participation rate among teachers</p> <p>~An LCAP Development Survey - 73% participation rate among teachers</p> <p>Both surveys provided multiple opportunities for open ended comments and feedback.</p> <p>An all staff meeting was held on March 13, 2024 where teachers were presented with basic information about LCAP and asked to review and/or make suggestions for revisions of goals and actions. Data from staff, student and parent surveys was discussed and draft of a new goal was presented. Teachers were encouraged to give feedback both in person and via a Google Form that was available during the meeting.</p> <p>School Site Council meetings dedicated to data review and LCAP creation were held on March 18th, April 29th and May 20th.</p>

Educational Partner(s)	Process for Engagement
School Staff	<p>School staff were invited to engage with the LCAP process in the following ways:</p> <p>School staff were asked to take two surveys administered via the Kelvin survey platform: ~A Climate and Culture Survey - 68% participation rate among school staff ~An LCAP Development Survey - 57% participation rate among school staff Both surveys provided multiple opportunities for open ended comments and feedback.</p> <p>An all staff meeting was held on March 13, 2024 where staff members were presented with basic information about LCAP and asked to review and/or make suggestions for revisions of goals and actions. Data from staff, student and parent surveys was discussed and draft of a new goal was presented. Staff were encouraged to give feedback both in person and via a Google Form that was available during the meeting.</p> <p>School Site Council meetings dedicated to data review and LCAP creation were held on March 18th, April 29th and May 20th.</p>
Parents and Families	<p>Parents and Families were invited to engage with the LCAP process in the following ways:</p> <p>Families were asked to take two surveys administered via the Kelvin survey platform: ~A Climate and Culture Survey - 62% participation rate among parents and other family members ~An LCAP Development Survey - 21% participation rate among parents and other family members Both surveys provided multiple opportunities for open ended comments and feedback.</p>

Educational Partner(s)	Process for Engagement
	<p>A parent meeting to discuss and elicit feedback for LCAP from parents was held on March 22, 2024</p> <p>School Site Council meetings dedicated to data review and LCAP creation were held on March 18th, April 29th and May 20th.</p>
Parents With Students Receiving Special Services, Including Parents of English Learners	<p>Parents with students receiving special services, including parents of English Learners, were invited to engage with the LCAP process in the following ways:</p> <p>In addition to the surveys administered to Parents and Families, a survey asking about satisfaction with special services was sent to all parents whose students receive those services. This survey also allowed for open ended comments.</p> <p>The LCAP was the main topic of discussion at the ELAC meeting held on May 13, 2024.</p>
Students	<p>Students were invited to engage with the LCAP process in the following ways:</p> <p>Students were asked to take two surveys administered via the Kelvin survey platform:</p> <ul style="list-style-type: none"> ~A Climate and Culture Survey - 94% participation rate among students in grades 4-8 ~An LCAP Development Survey - 65% participation rate among students in grades 4-8

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will increase achievement in Mathematics, English Language Arts and Science through targeted and comprehensive academic support.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This is a long standing goal in the LEA's LCAP as it meets the

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	LEA wide performance on the CAASPP	<p>LEA Wide CAASPP Performance 22-23</p> <p>All Students 2022-2023 42.91% met or exceeded standard for ELA 40.25% met or exceeded standard for Math 38.10% met or exceeded standard for Science</p> <p>English Learners 2022-2023</p>			<p>LEA Wide CAASPP Performance 25-26</p> <p>All Students 2025-2026 45% will meet or exceed standard for ELA 43% will meet or exceed standard for Math 41% will meet or exceed standard for Science</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>9.52% met or exceeded standard for ELA 9.52% met or exceeded standard for Math Data in Science is not available because 10 or fewer students were tested.</p> <p>Hispanic/Latino Students 2022-2023 25.67% met or exceeded standard for ELA 14.66% met or exceeded standard in Math 10.35% met or exceeded the standard for Science</p> <p>Socioeconomically Disadvantaged 2022-2023 27.19% met or exceeded standard for ELA 21.35% met or exceeded standard for Math 17.95% met or exceeded the standard in Science</p>			<p>English Learners 2025-2026 12% will meet or exceed standard for ELA 12% will meet or exceed standard for Math 12% will meet or exceed standard for Science</p> <p>Hispanic/Latino Students 2025-2026 28% will meet or exceed standard for ELA 17% will meet or exceed standard in Math 13% will meet or exceed the standard for Science</p> <p>Socioeconomically Disadvantaged 2025-2026 30% will meet or exceed standard for ELA 24% will meet or exceed standard for Math 20% will meet or exceed the</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					standard in Science	
1.2	LEA wide ELPAC proficiency	LEA wide 16.67% of English Language Learners scored proficient on the ELPAC in 2022-2023 (Level 4)			LEA wide 19% of English Language Learners will score proficient on the ELPAC in 2025-2026 (Level 4)	
1.3	LEA wide reclassification of English Language Learners	LEA wide two English Learners were Reclassified Fluent English Proficient for the 2022-2023 school year for a reclassification rate of 7.1%			LEA wide English Learners will be Reclassified Fluent English Proficient for the 2025-2026 school year for a reclassification rate of 10%	
1.4	Progress toward English proficiency as measured by the ELPAC	<p>LEA wide 16.67% of English Language Learners scored proficient on the ELPAC in 2022-2023 (Level 4, Well Developed)</p> <p>Level 1 Minimally Developed 22-23: 10.00%</p> <p>Level 2 Somewhat Developed 22-23: 36.67%</p> <p>Level 3 Moderately Developed 22-23: 36.67%</p>			<p>LEA wide 19% of English Language Learners will score proficient on the ELPAC in 2025-2026 (Level 4, Well Developed)</p> <p>Level 1 Minimally Developed 25-26: 7%</p> <p>Level 2 Somewhat Developed 25-26: 39%</p> <p>Level 3 Moderately Developed 25-26: 39%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Locally administered benchmark assessment performance	<p>Sequoia Union Elementary iReady Diagnostic Overall Placement Fall 23 to Spring 24</p> <p>*Mid/Above Grade Level Reading Fall 29% Spring 39% Math Fall 6% Spring 13%</p> <p>*Early on Grade Level Reading Fall 13% Spring 19% Math Fall 16% Spring 26%</p> <p>*One Grade Level Below Reading Fall 26% Spring 6% Math Fall 45% Spring 29%</p> <p>*Two Grade Levels Below Reading Fall 3% Spring 3% Math Fall 10% Spring 6%</p> <p>*Three or More Grade Levels Below Reading Fall 29% Spring 32%</p>			<p>Sequoia Union Elementary LEA Diagnostic Overall Placement Fall 26 to Spring 27</p> <p>*Mid/Above Grade Level Reading Fall 32% Spring 42% Math Fall 9% Spring 16%</p> <p>*Early on Grade Level Reading Fall 16% Spring 22% Math Fall 19% Spring 29%</p> <p>*One Grade Level Below Reading Fall 23% Spring 3% Math Fall 42% Spring 26%</p> <p>*Two Grade Levels Below Reading</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math Fall 23% Spring 26%			Fall 2% Spring 2% Math Fall 9% Spring 5% *Three or More Grade Levels Below Reading Fall 26% Spring 29% Math Fall 20% Spring 23%	
1.6	Benchmark growth of students identified for intervention with the Student Success Center	LEA wide: 76% of students served by the Student Success Center have shown growth from the fall iReady ELA benchmark to the spring benchmark during the 23-24 school year. 43% of students who received services met their annual typical growth goals for the 23-24 school year, moving up one or more grade levels from the fall assessment to the spring assessment. 10% of students who received services			LEA wide: 79% of students served by the Student Success Center will show growth from the fall LEA ELA benchmark to the spring benchmark during the 26-27 school year. 46% of students who receive services will meet their annual typical growth goals for the 26-27 school year, moving up one or more grade levels from the fall assessment to the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		during the 22-23 school year improved their ELA scores on the iReady benchmark assessment by two or more grade levels.			spring assessment. 13% of students who receive services during the 26-27 school year will improve their ELA scores on the LEA benchmark assessment by two or more grade levels.	
1.7	Students enrolled in a Broad Course of Study, including Unduplicated Pupils and students with exceptional needs	In 23-24 100% of students in grades 4-8 are enrolled in a broad course of study.			In 26-27 100% of students in grades 4-8 will be enrolled in a broad course of study.	
1.8	Annual LEA survey of parents - questions about programs for unduplicated pupils and students with exceptional needs	83% of parents surveyed in 23-24 who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction with the services or accommodations their student receives. 100% of parents surveyed in 23-24 who have students qualifying as unduplicated pupils			86% of parents who will be surveyed in 26-27 who have students qualifying as unduplicated pupils and those with exceptional needs will state positive satisfaction with the services or accommodations their student receives.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and those with exceptional needs stated positive satisfaction with their role in educational decisions that impact their student.			100% of parents who will be surveyed in 26-27 who have students qualifying as unduplicated pupils and those with exceptional needs will state positive satisfaction with their role in educational decisions that impact their student.	
1.9	Teacher Credential Status	23-24 All teachers are fully credentialed.			26-27 All teachers will be fully credentialed.	
1.10	Appropriate assignment of teachers in the subject areas and for the pupils they are teaching	23-24 All teachers are appropriately assigned.			26-27 All teachers will be appropriately assigned.	
1.11	Implementation of State Board Academic Content and Performance Standards, including ELD Standards, for all students	23-24 100% implementation of State Board Academic Content and Performance Standards were implemented, including ELD Standards, for all students.			26-27 100% implementation of State Board Academic Content and Performance Standards will continue to be implemented, including ELD Standards, for all students.	

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Success Center	This action will allow for staff salaries for a site-wide intervention program to provide comprehensive targeted support for students who demonstrate need based on state and local assessment data in ELA and Math. The Certificated Student Success Center Staff member will collaborate with the ELD Coordinator for ELD	\$13,166.00	Yes
1.2	ELD Coordinator	Staff to coordinate pull out English Language Development Instruction and to coordinate ELPAC testing for English Language Learners.	\$3,333.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	English Language Development Training	Training provided to our teaching staff by the TCOE Title III ELD Consortium in effective strategies to assist English language acquisition in the classroom.		Yes
1.4	Local Benchmark Assessment Program	Renaissance STAR assessment system to help determine placement and measure progress in the LEA's intervention program.	\$990.00	Yes
1.5	Classified Personnel	Classified salaries for paraprofessionals to support unduplicated students in all academic areas.	\$5,373.00	Yes
1.6	Off-Site Professional Development and Conferences	Professional development and conferences to continue to develop staff expertise in their assigned grade level/subject matter and increase overall organizational capacity.	\$1,100.00	No
1.7	Learning Director I & II	These positions will assist teachers and Administration with creating curriculum maps and pacing guides, facilitate Professional Learning Communities, mentor new teachers, and help establish a model of continuous improvement on our campus. The Learning Director/Coach will provide support to teachers and Administration in interpreting assessment data and using that data to guide their instruction. These positions will also assist the Superintendent/Principal with select administrator duties such as 504 meetings and implementation of CAASPP Summative and Smarter Balanced Interim Assessments.	\$5,857.00	No
1.8	Imagine Learning Online Learning Platform	Comprehensive online learning platform for use with independent study students. Imagine Learning provides equitable educational opportunities for students who due to illness or extreme habitual unruly behavior are unable to successfully attend in-person classes.	\$1,100.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Sequoia Union Elementary School District will partner with parents to provide an educational experience that enriches and engages students providing them with the tools and experience they need to reach their full potential as independent life-long learners.	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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Daily Attendance (ADA)	Average Daily Attendance (ADA) for Sequoia Union Elementary School for the 22-23 school year was 91.64.			Average Daily Attendance (ADA) for Sequoia Union Elementary School for the 25-26 school year will be 94%	
2.2	Chronic Absenteeism	Chronic absenteeism for Sequoia Union Elementary School for the 22-23 school year was 8.9%			Chronic absenteeism for Sequoia Union Elementary School for the 25-26 school year will be 5.9%	
2.3	Suspension rates for all students and all	Total suspension rate for Sequoia Union			Total suspension rate for Sequoia	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	subgroups on the California School Dashboard	<p>Elementary School for 22-23 according to the California School Dashboard - 12.5% of students suspended at least one day.</p> <p>6.3% of Hispanic students were suspended at least one day.</p> <p>9.1% Socioeconomically Disadvantaged were suspended at least one day.</p> <p>16.1% of white students were suspended at least one day.</p>			<p>Union Elementary School for 25-26 according to the California School Dashboard will be - 9% of students suspended at least one day.</p> <p>3% of Hispanic students will be suspended at least one day.</p> <p>6% Socioeconomically Disadvantaged will be suspended at least one day.</p> <p>13% of white students will be suspended at least one day.</p>	
2.4	Expulsion rate for all students and all subgroups	Expulsion rate for Sequoia Union Elementary for the 22-23 school year is 0%.			Expulsion rate for Sequoia Union Elementary for the 25-26 school year will continue at 0%.	
2.5	Middle school drop-out rate for all students and all subgroups	The middle school dropout rate for Sequoia Union Elementary School for 22-23 school year is 0%.			The middle school dropout rate for Sequoia Union Elementary School for 25-26 school year will be 0%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Annual Survey of Parents and Students - Questions about school satisfaction	<p>23-24</p> <p>51% of students surveyed in grades 4-8 answered that, in general, they like school "Often" or "Almost All the Time"</p> <p>76% of parents surveyed agreed with the statement "My child enjoys coming to school."</p>			<p>26-27</p> <p>54% of students who will be surveyed in grades 4-8 will answer that, in general, they like school "Often" or "Almost All the Time"</p> <p>79% of parents who will be surveyed will agree with the statement "My child enjoys coming to school."</p>	

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	CTE Agriculture Program	Salaries, materials and supplies for the continued development of our career technical education agriculture pathway and school farm.	\$11,570.17	Yes
2.2	Library Media Center	Staffing and materials for the Library Media Center including salaries, books and supplies	\$5,128.00	Yes
2.3	TCOE Educational Enrichment Programs	Stipends, overtime, fees and supplies for TCOE sponsored academic programs and competitions: Spelling Bee, Poetry and Prose, Science Olympiad, Math Bowl, Reading Revolution, National History Day	\$606.00	No
2.4	Musical Theater Program	Salaries materials and supplies to establish a musical theater program.	\$288.00	No
2.5	Experiential Learning Program	Program provides for two off-site learning experiences per year that enhance grade level standards and allow students to experience academic concepts in the wider world.	\$4,400.00	No
2.6	After School Sports Program	Personnel, equipment and travel expenses to conduct an after school sports program for boys and girls in grades 6-8 throughout the regular school year.	\$1,709.00	No
2.7	Expanded Learning Opportunities Program	State mandated program extending enrichment activities and learning opportunities to 9 hours a day and 30 extra school days a year. This program is currently only available to students in grades 6 and below, therefore no funds are allocated to the Elementary School.		No

Action #	Title	Description	Total Funds	Contributing
2.8	Campus Wide Reading Culture Initiative	The District will invest in enrichment through a Reading Culture by providing new class novel sets, rewards and incentives for students who meet reading goals. No cost elements in the initiative include instituting "Reading Buddies" on a regular basis, handing out reading awards at the trimester awards assemblies, and re emphasizing regular library visits by all classes.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Sequoia Union Elementary School District will maintain a physically safe and supportive environment where students and teachers have the material, technological and health related resources necessary for successful teaching and learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Access to standards aligned instructional materials as mandated by the Williams Act	23-24 0% of students lacking instructional materials.			26-27 0% of students will be lacking instructional materials	
3.2	Williams Facilities Inspection Tool	Overall summary of facility conditions for the 22-23 school year was Good as reported in the SARC			Overall summary of facility conditions for the 25-26 school year will be Good as reported in the SARC	
3.3	Annual survey of students - questions about school safety	23-24 LEA wide 69% of students surveyed responded that they felt			26-27 LEA wide 72% of students who will be surveyed will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"safe" or "very safe" at school.			respond that they felt "safe" or "very safe" at school.	
3.4	Annual Survey of staff - questions about safety	23-24 LEA Wide 82% of staff surveyed felt "Safe" or "Very Safe" while at school.			26-27 LEA Wide 85% of staff who will be surveyed will feel "Safe" or "Very Safe" while at school.	
3.5	Reported adequacy of teacher issued tools and equipment	23-24 LEA Wide 100% of staff surveyed felt they had been adequately issued tools and equipment.			26-27 LEA Wide 100% of staff who will be surveyed will feel that they have been adequately issued tools and equipment.	
3.6	Annual survey of students - emergency preparedness	23-24 LEA Wide 91% of students surveyed agreed or strongly agreed with the statement " I have practiced and know what to do in an emergency at school.			26-27 LEA Wide 94% of students who will be surveyed will agree or strongly agree with the statement " I have practiced and know what to do in an emergency at school."	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Annual survey of students - materials	23-24 LEA Wide 88% of students agreed or strongly agreed with the statement "My school provides all students with the materials needed to learn.			23-24 LEA Wide 88% of students agreed or strongly agreed with the statement "My school provides all students with the materials needed to learn."	

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	Curriculum Materials	Purchase of ongoing ELA, Math, Science, Social Studies, and all academic curriculum.	\$1,700.00	No
3.2	Classroom Technology	This action will allow for the purchase of Classroom technology for teachers, including desktop computers, laptops, projectors, document cameras and other new educational technologies in order to ensure students receive high quality instruction tools that are provided to each classroom.	\$1,600.00	No
3.3	Student Technology	This action will allow for the purchase of Chromebooks and tablets as well as keeping current devices in good repair. Chromebooks and tablets allow students to access the digital content that is part of all of the LEA's adopted curriculum programs, and wifi devices help address resource inequities for students who lack internet access at home. 1:1 student devices also allow for access to the personalized learning experience of apps like iReady that find and fill gaps in student knowledge. This Action will provide for a wifi device and tablet for each family with an English Learner.	\$418.00	No
3.4	Campus Technology Support	Campus Technology Support Personnel to support school tech needs including issues with the network, servers, hardware set-up repair and other technology related issues.	\$8,231.00	No
3.5	Digital Monitoring Software	Digital monitoring and filtering software that blocks harmful content and allows teachers and support staff to monitor student online activity.	\$638.00	No
3.6	ActVnet Crisis Information Program	ActVnet Crisis Information Program helps to prepare our campus for the timely coordinated assistance of all Tulare county emergency services in the event of a school lockdown, evacuation or disaster through the utilization of building ID, video surveillance and digital mapping.	\$660.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	School Safety Personnel, materials and training	Salary for the School Safety Supervisor as well as materials, supplies and training fees for meeting the LEA's obligations to protect students and staff and to educate both groups in the protocols and practices of maintaining a physically and emotionally safe and secure working and learning environment.	\$7,905.00	Yes
3.8	School Nurse LVN	Employment of an LVN to fulfill the health and safety mandates required of Sequoia Union by state and federal agencies.	\$9,256.00	Yes
3.9	Counseling/ Social Services	Students continue to need emotional support in greater numbers than before the COVID 19 pandemic. This action will allow for a mental health professionals to serve our campus to the maximum extent that funds will allow. This action will allow greater access to these services for both students and staff.	\$5,060.00	No
3.10	Psychological Services	Through a contract with Tulare County Office of Education, students who are on an IEP or a 504 will benefit from observations and feedback from the school psychologist 1.5 days a week.	\$2,560.80	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Sequoia Union Elementary School District will partner with parents, students and community members to improve communication and school climate, creating a positive learning environment where educational partners treat each other with respect and work together toward common goals in a cycle of continuous improvement.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension rates for all students and all subgroups	<p>22-23 LEA Wide Total suspension rate for 22-23 according to the California School Dashboard - 12.5% of students suspended at least one day.</p> <p>6.3% of Hispanic students were suspended at least one day.</p> <p>9.1% Socioeconomically</p>			<p>25-26 LEA Wide Total suspension rate for 25-26 according to the California School Dashboard will be- 9.5% of students suspended at least one day.</p> <p>3.3% of Hispanic students will be suspended at least one day.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Disadvantaged were suspended at least one day.</p> <p>16.1% of white students were suspended at least one day.</p>			<p>3.1% Socioeconomically Disadvantaged will be suspended at least one day.</p> <p>13.1% of white students will be suspended at least one day.</p>	
4.2	Expulsion rates for all students and all subgroups	LEA Wide Expulsion rate for the 22-23 school year is 0%.			LEA Wide Expulsion rate for the 25-26 school year will be 0%.	
4.3	Annual survey of teachers - questions about discipline and student behavior	<p>23-24 LEA Wide</p> <p>15% of staff surveyed agreed or strongly agreed with the statement "this school effectively handles student discipline and behavioral problems".</p> <p>90% of staff consider disruptive student behavior to be a moderate to severe problem.</p>			<p>26-27 LEA Wide</p> <p>18% of staff who will be surveyed will agree or strongly agree with the statement "this school effectively handles student discipline and behavioral problems".</p> <p>87% of staff will consider disruptive student behavior to be a moderate to severe problem.</p>	
4.4	Annual survey of teachers - questions	23-24 LEA Wide			26-27 LEA Wide	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	about climate and culture	<p>20% of staff surveyed agreed that their colleagues had positive attitudes.</p> <p>38% of staff felt optimistic that the school will improve in the future.</p> <p>70% of staff surveyed responded that lack of respect of staff by students is a moderate to severe problem.</p>			<p>23% of staff who will be surveyed will agree that their colleagues have positive attitudes.</p> <p>41% of staff will feel optimistic that the school will improve in the future.</p> <p>67% of staff who will be surveyed will respond that lack of respect of staff by students is a moderate to severe problem.</p>	
4.5	Annual survey of students - questions about self management	<p>23-24 LEA Wide</p> <p>64% of students surveyed answered questions about self management positively.</p>			<p>26-27 LEA Wide</p> <p>67% of students who will be surveyed will answer questions about self management positively</p>	
4.6	Annual survey of students - questions about student behavior	<p>23-24 LEA Wide</p> <p>61% of students surveyed agree or strongly agree with the statement "students at</p>			<p>26-27 LEA Wide</p> <p>64% of students who will be surveyed will agree or strongly agree with the</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>my school respect their teachers."</p> <p>57% of students surveyed said other kids at school spread mean rumors or lies about them some, most of all of the time.</p> <p>49% of students surveyed said other kids at school hit or push them some, most or all of the time.</p>			<p>statement "students at my school respect their teachers."</p> <p>54% of students who will be surveyed will say that other kids at school spread mean rumors or lies about them some, most of all of the time.</p> <p>46% of students who will be surveyed will say that other kids at school hit or push them some, most or all of the time.</p>	
4.7	Annual survey of parents - questions about student behavior and discipline	<p>23-24 LEA Wide</p> <p>49% of parents surveyed agreed or strongly agreed with the statement "at this school, discipline is fair".</p> <p>51% of parents agreed or strongly agreed with the statement "this school provides high quality services to help</p>			<p>26-27 LEA Wide</p> <p>52% of parents who will be surveyed will agree or strongly agree with the statement "at this school, discipline is fair".</p> <p>54% of parents will agree or strongly agree with the</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>students with social or emotional needs".</p> <p>24% of parents surveyed agreed or strongly agreed with the statement "physical fighting is a problem at this school".</p>			<p>statement "this school provides high quality services to help students with social or emotional needs".</p> <p>21% of parents who will be surveyed will agree or strongly agree with the statement "physical fighting is a problem at this school".</p>	
4.8	Annual survey of parents - questions about communication and participation	<p>23-24 LEA Wide</p> <p>79% of parents surveyed agreed or strongly agreed that that they feel welcome to participate at this school.</p> <p>67% of parents say that school staff takes their concerns seriously.</p> <p>54% of parents agreed or strongly agreed that school staff welcomes their suggestions.</p>			<p>23-24 LEA Wide</p> <p>82% of parents who will be surveyed will agree or strongly agree that they feel welcome to participate at this school.</p> <p>70% of parents will say that school staff takes their concerns seriously.</p> <p>57% of parents will agree or strongly</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					agree that school staff welcomes their suggestions.	

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
4.1	Assistant Principal	<p>The Assistant Principal will assist in the administration of all facets of the elementary school educational program directed toward the optimal educational and social development of each individual student. The Assistant Principal will be a member of the Superintendent-Principal's Cabinet.</p> <p>The Assistant Principal will Assist in enforcing all state and district rules, regulations and policies in the school.</p>	\$16,743.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Assist in the supervision of students at school, on the campus and on the bus before, during and after school hours. • Coordinate the curriculum department and development. • Assist in the monitoring and evaluation of certificated and classified employees. • Coordinate Student 504 and SST process • Assist in the counseling of students and implementing the climate and culture programs and projects • Assist in the monitoring and facilitation of school groups and committees such as School Site Council, Student Study Team, Leadership Team and Student Council. • Assist in the supervision of duties and responsibilities of staff members. • Assist in the staff development program and plan. • Assist in the development and implementation of the student discipline procedure plan at the school site, a Multi-Tiered System of Supports (MTSS) • Assist in developing a positive school climate. • Assist the Superintendent-Principal with the writing of the LCAP • Assist in parent/teacher conferences relating to problems, concerns or activities of students. • Coordinate Student Testing (Benchmarks; CAASPP; ELPAC) 		
4.2	Solution Tree - Transforming School Culture	Transforming School Culture Professional Learning will help Sequoia Union Staff GAIN an understanding of school culture and its impact on school performance and student achievement; help to DEVELOP action steps that will bring out the best in our school; will ENHANCE our communication between teachers and school leaders; and will ALIGN our organizational philosophy and create a shared mission and vision.	\$330.00	Yes
4.3	Conscious Discipline	Comprehensive plan to train all staff on the brain research based conscious discipline program, which will be a Multi-year implementation.	\$1,504.80	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Character Counts	Implement the Character Counts Program which will focus on building students' character skills and shaping a positive school culture. Character Counts is based on the Six Pillars of Character framework for teaching good character and is composed of six ethical values (characteristics) everyone can agree upon: Trustworthiness; Respect; Responsibility; Fairness; Caring; and Citizenship.	\$550.00	Yes
4.5	Let Grow	Let Grow's school and community project will provide students with a bracing dose of the rocket fuel known as independence. Trusted with the chance to start doing some things on their own — including plain old playing — kids explore the world, discover new interests, and problem-solve as they go. The Let Grow Project is a simple, life-changing homework assignment: “Go home and do something new, on your own. Climb a tree, run an errand, make a meal. . .” the choices are endless and the impact: immediate.	\$110.00	Yes
4.6	Climate and Culture Implementation Materials and Supplies	Materials and Supplies to implement Climate and Culture programs and projects.	\$550.00	Yes
4.7	Climate and Culture Implementation Travel and Conference	Travel and Conference to implement Climate and Culture programs and projects.	\$550.00	Yes
4.8	Edlio Website Hosting	Allows the LEA to maintain a professional website presence where parents and the public can access information and relevant documents.	\$469.66	Yes
4.9	Home to School Communication	Home to School Communication systems for phone, email and text messaging with families. This products are crucial for keeping parents informed of important educational and social events on campus.	\$148.31	Yes

Action #	Title	Description	Total Funds	Contributing
4.10	PowerSchool Student Information System	PowerSchool allows the LEA to collect the data necessary for state reporting as well as utilize communication tools such as the Parent/Student portal where families can track student progress.	\$980.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$39,305	\$

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
8.662%	0.000%	\$0.00	8.662%

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: Student Success Center</p> <p>Need: CAASPP, CAST and STAR Data show that unduplicated pupils score lower in ELA and Math than non-unduplicated pupils.</p> <p>Scope:</p>	The District will provide the Student Success Center for students struggling in reading and math, including unduplicated students, to increase proficiency in ELA and Math.	CAASPP and STAR data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.4	<p>Action: Local Benchmark Assessment Program</p> <p>Need: CAASPP, CAST and STAR Data show that unduplicated pupils score lower in ELA, Math, and Science than non-unduplicated pupils.</p> <p>Scope: LEA-wide</p>	The District will provide the STAR Assessment System for all students, including unduplicated students, to increase proficiency in ELA, Math, Science and Social Studies..	CAASPP, CAST and STAR data.
1.5	<p>Action: Classified Personnel</p> <p>Need: CAASPP, CAST and STAR Data show that unduplicated pupils score lower in ELA, Math, and Science than non-unduplicated pupils.</p> <p>Scope: LEA-wide</p>	The District will provide Highly Qualified Classified Instructional Personnel for all students, including unduplicated students, to increase proficiency in ELA, Math, Science and Social Studies.	CAASPP, CAST and STAR Data.
2.1	<p>Action: CTE Agriculture Program</p> <p>Need: CAASPP and CAST Data show that unduplicated pupils score lower in ELA, Math, and Science than non-unduplicated pupils.</p> <p>Scope:</p>	The District will provide a CTE Single Subject Credentialed Ag Science Teacher to implement STEM through Agriculture on the School Farm and in the Ag classroom. This will lead to increased ELA, Math, and Science scores for all students, including unduplicated pupils.	CAASPP, CAST and STAR data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	<p>Action: Library Media Center</p> <p>Need: CAASPP and CAST Data show that unduplicated pupils score lower in ELA, Math, and Science than non-unduplicated pupils.</p> <p>Scope: LEA-wide</p>	The District will provide a library media center for all students, including unduplicated students, to increase proficiency in ELA, Math, Science and Social Studies..	CAASPP, CAST, and STAR Data
3.7	<p>Action: School Safety Personnel, materials and training</p> <p>Need: Suspension and incident report data show that unduplicated pupils have a higher percentage of suspension and a higher percentage of incident reports on campus compared to non-unduplicated pupils.</p> <p>Scope: LEA-wide</p>	School Safety Personnel, materials and training will lower the percentage of suspensions and lower the number of incident reports on campus for all student groups and also for unduplicated pupils.	Suspension rate data and the data from incident reports.
3.8	<p>Action: School Nurse LVN</p> <p>Need: Nursing log data show that unduplicated pupils have a higher percentage of injury on campus compared to non-unduplicated pupils.</p>	Having an on-site School Nurse will lower the percentage of injury on campus for all student groups, and also for unduplicated pupils.	Pupil injury data in PowerSchool

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.2	Action: Solution Tree - Transforming School Culture Need: Unduplicated pupils survey data show they feel unconnected to school and feel a lack of a sense of purpose. Scope: LEA-wide	This action will help all students, including unduplicated pupils, find their sense of purpose and belonging at our school.	End of Spring Student survey on campus climate, culture, and sense of connection to the school.
4.3	Action: Conscious Discipline Need: The suspension rate and rate of incident reports of unduplicated pupils is far higher than the suspension rate and rate of incident reports of non-unduplicated pupils. Scope: LEA-wide	The implementation of the Conscious Discipline program will build relationships with all students, including unduplicated pupils, and staff and will help all students, including unduplicated students, have a lower rate of incident reports and suspensions.	Suspension report data and incident reports data.
4.4	Action: Character Counts Need: The suspension rate of unduplicated pupils is far higher than the suspension rate of non-unduplicated pupils and the rate of incident	The implementation of the Character Counts program will help staff build relationships with all students, including unduplicated pupils, and be able to intervene and counsel all students, including unduplicated pupils, before a suspension is warranted and before an incident report needs to be written.	Suspension rate data and the data from incident reports.

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>reports of unduplicated students is far higher than the incident reports of non-unduplicated students.</p> <p>Scope: LEA-wide</p>		
4.5	<p>Action: Let Grow</p> <p>Need: The suspension rate of unduplicated pupils is far higher than the suspension rate of non-unduplicated pupils and the rate of incident reports of unduplicated students is far higher than the incident reports of non-unduplicated students.</p> <p>Scope: LEA-wide</p>	The implementation of the Let Grow program will help all students feel more in control of their education, but will especially help unduplicated pupils feel more in control of their education and have a sense of connectedness to school. The program will reduce suspension rates and reduce the number of incident reports written on all students, including unduplicated pupils.	Suspension rate data and the data from incident reports.
4.6	<p>Action: Climate and Culture Implementation Materials and Supplies</p> <p>Need: The suspension rate of unduplicated pupils is far higher than the suspension rate of non-unduplicated pupils and the rate of incident reports of unduplicated students is far higher than the incident reports of non-unduplicated students</p> <p>Scope:</p>	The materials and supplies purchased for the implementation of Character Education programs will help all students feel more in control of their education, but will especially help unduplicated pupils feel more in control of their education and have a sense of connectedness to school. The program will reduce suspension rates and reduce the number of incident reports written on all students, including unduplicated pupils.	Suspension rate data and the data from incident reports.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.7	<p>Action: Climate and Culture Implementation Travel and Conference</p> <p>Need: The suspension rate of unduplicated pupils is far higher than the suspension rate of non-unduplicated pupils and the rate of incident reports of unduplicated students is far higher than the incident reports of non-unduplicated students</p> <p>Scope: LEA-wide</p>	The costs of travel and conferences to attend training for the implementation of Character Education programs will help all students feel more in control of their education, but will especially help unduplicated pupils feel more in control of their education and have a sense of connectedness to school. The program will reduce suspension rates and reduce the number of incident reports written on all students, including unduplicated pupils.	Suspension rate data and the data from incident reports.
4.8	<p>Action: Edlio Website Hosting</p> <p>Need: The parents of unduplicated pupils survey data show that parents and students feel unconnected to school and feel a lack of a sense of communication with the school district.</p> <p>Scope: LEA-wide</p>	This action will help the parents of all students, including the parents of unduplicated pupils, and it will help all students, including unduplicated pupils, find their sense of connectedness to the school district.	End of Spring Student survey on campus climate, culture, and sense of connection to the school.
4.9	<p>Action: Home to School Communication</p> <p>Need:</p>	This action will help the parents of all students, including the parents of unduplicated pupils, and it will help all students, including unduplicated pupils, find their sense of connectedness to the school district.	End of Spring Student survey on campus climate, culture, and sense of connection 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>The parents of unduplicated pupils survey data show that parents and students feel unconnected to school and feel a lack of a sense of communication with the school district.</p> <p>Scope: LEA-wide</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
1.2	<p>Action: ELD Coordinator</p> <p>Need: CAASPP, CAST and STAR Data show that English Learner pupils score lower in ELA and Math than non-unduplicated pupils</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The District will provide a Classified Staff Member with a Bachelors Degree to Coordinate English Language Development for English Learner Students to increase reading fluency and to achieve an ELPAC score that will lead to redesignation to English Fluent.	ELPAC, CAASP, CAST and STAR data.
1.3	<p>Action: English Language Development Training</p> <p>Need:</p>	The District will provide a Classified Staff Member with a Bachelors Degree to Coordinate English Language Development for English Learner Students to increase reading fluency and to achieve an ELPAC score that will lead to redesignation to English Fluent.	ELPAC, CAASP, CAST and STAR data.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>CAASPP, CAST and STAR Data show that English Learner pupils score lower in ELA and Math than non-unduplicated pupils</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

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.

Goal 1, Action 2: ELD Coordinator. This action provides a dedicated classified Instructor to work alongside the Credentialed Reading Intervention Teacher in the Student Success Center to conduct pull-out English Language Development lessons for our English Learner population. Recently released ELPAC score reports for 2024 show our current services for English Learners are producing improvement in outcomes as our proficiency rate for summative ELPAC rose by nearly 10%. The LEA will continue to provide small group pull-out time with a credentialed teacher that allows targeted instruction in the exact areas in which these students need the most improvement. Measurement: increasing scores on the ELPAC will indicate successful implementation of increased and improved services. 2024 ELPAC scores available to the LEA through TOMS show an increase in ELPAC proficiency indicating this approach is producing desirable results.

Goal 2, Action 3: English Language Development Training through Contracted Title III Consortium Services provided by Tulare County Office of Education. Through training provided to all staff by TCOE, but especially provided to the ELD Coordinator, this training will help the ELD Coordinator to Coordinated English Language Development for English Learner Students to increase their reading fluency and to achieve an ELPAC score that will lead to redesignation to English Fluent.

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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

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	453,757	39,305	8.662%	0.000%	8.662%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$81,512.57	\$24,724.00		\$8,348.17	\$114,584.74	\$88,559.17	\$26,025.57

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	Student Success Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$13,166.00	\$0.00	\$2,396.00	\$10,770.00			\$13,166.00	
1	1.2	ELD Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 Years	\$3,333.00	\$0.00	\$3,333.00				\$3,333.00	
1	1.3	English Language Development Training	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 Year								
1	1.4	Local Benchmark Assessment Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year	\$0.00	\$990.00	\$990.00				\$990.00	
1	1.5	Classified Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$5,373.00	\$0.00				\$5,373.00	\$5,373.00	
1	1.6	Off-Site Professional Development and Conferences	All	No			All Schools	3 Years	\$0.00	\$1,100.00	\$1,100.00				\$1,100.00	
1	1.7	Learning Director I & II	All	No			All Schools	3 Years	\$5,857.00	\$0.00		\$5,857.00			\$5,857.00	

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	1.8	Imagine Learning Online Learning Platform	All	No			All Schools	3 Years	\$0.00	\$1,100.00	\$1,100.00				\$1,100.00	
2	2.1	CTE Agriculture Program	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$11,570.17	\$0.00	\$8,595.00			\$2,975.17	\$11,570.17	
2	2.2	Library Media Center	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$5,128.00	\$0.00	\$5,128.00				\$5,128.00	
2	2.3	TCOE Educational Enrichment Programs	All	No			All Schools	3 Years	\$0.00	\$606.00	\$606.00				\$606.00	
2	2.4	Musical Theater Program	All	No			All Schools	3 Years	\$288.00	\$0.00		\$288.00			\$288.00	
2	2.5	Experiential Learning Program	All	No			All Schools	3 Year	\$0.00	\$4,400.00		\$4,400.00			\$4,400.00	
2	2.6	After School Sports Program	All	No			All Schools 6-8	3 Years	\$1,709.00	\$0.00		\$1,709.00			\$1,709.00	
2	2.7	Expanded Learning Opportunities Program	All	No			All Schools Tk-6	3 Years								
2	2.8	Campus Wide Reading Culture Initiative	All	No			All Schools	3 Years								
3	3.1	Curriculum Materials	All	No			All Schools	3 Years	\$0.00	\$1,700.00		\$1,700.00			\$1,700.00	
3	3.2	Classroom Technology	All	No			All Schools	3 Years	\$0.00	\$1,600.00	\$1,600.00				\$1,600.00	
3	3.3	Student Technology	All	No			All Schools	3 Years	\$0.00	\$418.00	\$418.00				\$418.00	
3	3.4	Campus Technology Support	All	No			All Schools	3 Years	\$8,231.00	\$0.00	\$8,231.00				\$8,231.00	
3	3.5	Digital Monitoring Software	All	No			All Schools	3 Years	\$0.00	\$638.00	\$638.00				\$638.00	

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	3.6	ActVnet Crisis Information Program	All	No			All Schools	3 Years	\$0.00	\$660.00	\$660.00				\$660.00	
3	3.7	School Safety Personnel, materials and training	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$7,905.00	\$0.00	\$7,905.00				\$7,905.00	
3	3.8	School Nurse LVN	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$9,256.00	\$0.00	\$9,256.00				\$9,256.00	
3	3.9	Counseling/ Social Services	All	No			All Schools	3 Years	\$0.00	\$5,060.00	\$5,060.00				\$5,060.00	
3	3.10	Psychological Services	Students with Disabilities Students with an IEP or a 504	No			All Schools	3 Years	\$0.00	\$2,560.80	\$2,560.80				\$2,560.80	
4	4.1	Assistant Principal	All	No			All Schools	3 Years	\$16,743.00	\$0.00	\$16,743.00				\$16,743.00	
4	4.2	Solution Tree - Transforming School Culture	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$330.00	\$330.00				\$330.00	
4	4.3	Conscious Discipline	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$1,504.80	\$1,504.80				\$1,504.80	
4	4.4	Character Counts	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		3 Years	\$0.00	\$550.00	\$550.00				\$550.00	
4	4.5	Let Grow	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$110.00	\$110.00				\$110.00	
4	4.6	Climate and Culture Implementation Materials and Supplies	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$550.00	\$550.00				\$550.00	
4	4.7	Climate and Culture Implementation Travel and Conference	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$550.00	\$550.00				\$550.00	
4	4.8	Edlio Website Hosting	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$469.66	\$469.66				\$469.66	
4	4.9	Home to School Communication	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$148.31	\$148.31				\$148.31	
4	4.10	PowerSchool Student Information System	All	No			All Schools	3 Years	\$0.00	\$980.00	\$980.00				\$980.00	

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
453,757	39,305	8.662%	0.000%	8.662%	\$41,815.77	0.000%	9.215 %	Total:	\$41,815.77
								LEA-wide Total:	\$38,482.77
								Limited Total:	\$3,333.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Student Success Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,396.00	
1	1.2	ELD Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$3,333.00	
1	1.3	English Language Development Training	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	1.4	Local Benchmark Assessment Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$990.00	
1	1.5	Classified Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.6	Off-Site Professional Development and Conferences				All Schools	\$1,100.00	
1	1.7	Learning Director I & II				All Schools		

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	Imagine Learning Online Learning Platform				All Schools	\$1,100.00	
2	2.1	CTE Agriculture Program	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$8,595.00	
2	2.2	Library Media Center	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$5,128.00	
2	2.3	TCOE Educational Enrichment Programs				All Schools	\$606.00	
2	2.4	Musical Theater Program				All Schools		
2	2.5	Experiential Learning Program				All Schools		
2	2.6	After School Sports Program				All Schools		
2	2.7	Expanded Learning Opportunities Program				All Schools		
2	2.8	Campus Wide Reading Culture Initiative				All Schools		
3	3.1	Curriculum Materials				All Schools		
3	3.2	Classroom Technology				All Schools	\$1,600.00	
3	3.3	Student Technology				All Schools	\$418.00	
3	3.4	Campus Technology Support				All Schools	\$8,231.00	
3	3.5	Digital Monitoring Software				All Schools	\$638.00	
3	3.6	ActVnet Crisis Information Program				All Schools	\$660.00	
3	3.7	School Safety Personnel, materials and training	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$7,905.00	
3	3.8	School Nurse LVN	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$9,256.00	
3	3.9	Counseling/ Social Services				All Schools	\$5,060.00	
3	3.10	Psychological Services				All Schools	\$2,560.80	
4	4.1	Assistant Principal				All Schools	\$16,743.00	
4	4.2	Solution Tree - Transforming School Culture	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$330.00	
4	4.3	Conscious Discipline	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,504.80	

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 (%)
4	4.4	Character Counts	Yes	LEA-wide	Foster Youth Low Income		\$550.00	
4	4.5	Let Grow	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$110.00	
4	4.6	Climate and Culture Implementation Materials and Supplies	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$550.00	
4	4.7	Climate and Culture Implementation Travel and Conference	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$550.00	
4	4.8	Edlio Website Hosting	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$469.66	
4	4.9	Home to School Communication	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$148.31	
4	4.10	PowerSchool Student Information System				All Schools	\$980.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$158,559.52	\$114,197.64

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	Student Success Center	Yes	\$19,373.52	\$15,743.74
1	1.2	Training in Core Curriculum Programs	No	\$1,685.00	\$662.68
1	1.3	Curriculum Adoptions	No	\$1,700.00	\$2,501.46
1	1.4	Learning Director/Coach 1 & 2	No	\$2,640.00	\$2,634.84
1	1.5	English Language Development Training for all Teachers	No	\$2,500.00	\$0.00
1	1.6	ELD Coordinator	Yes	\$10,435.00	\$2,244.71
1	1.7	Curriculum & Assessment Coordinator	Yes	\$5,866.00	\$2,383.65
1	1.8	Response to Intervention Supplemental Curricular Materials and Programs	Yes	\$4,550.00	\$2,063.88
1	1.9	Response To Intervention Supplemental Curriculum Training	No	\$542.00	\$0.00
1	1.10	Classified Personnel	Yes	\$14,725.00	\$17,488.94
1	1.11	Retention of Highly Qualified Teachers			

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	Off-Site Training and Conferences	No	\$1,100.00	\$864.25
1	1.13	Response to Intervention Core Curriculum Training	No	\$1,360.00	\$577.80
1	1.14	Edgenuity Online Learning Platform	No	\$4,666.00	\$0.00
2	2.1	STEM Through Agriculture	No	\$14,608.00	\$10,861.72
2	2.2	Library Media Center	Yes	\$4,213.00	\$4,020.34
2	2.3	Outside Enrichment Opportunities	No	\$507.00	\$249.30
2	2.4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	No	\$220.00	\$36.49
2	2.5	PowerSchool Student Information System	No	\$935.00	\$1,140.74
2	2.6	Intrado School Messenger	No	\$150.00	\$144.38
2	2.7	Office Administrative Assistant & Attendance Clerk	No	\$20,057.00	\$19,670.70
2	2.8	Edlio Website Hosting	No	\$462.00	\$462.00
2	2.9	Training in Differentiated Instruction and Universal Design for Learning	No	\$0.00	\$0.00
2	2.10	Materials Equipment and Supplies for Electives	No	\$1,016.00	\$0.00

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	2.11	Music Instructor	No	\$12,195.00	\$10,413.29
2	2.12	Experiential Learning Program	No	\$4,400.00	\$0.00
2	2.13	School Attendance Review Board Independent Contractor	No	\$330.00	\$32.45
2	2.14	After School Sports Program	No	\$2,200.00	\$0.00
2	2.15	Expanded Learning Opportunities Program	No	\$0.00	\$0.00
2	2.16	Campus Wide Reading Culture Initiative	No	\$550.00	\$112.94
3	3.1	Counseling/ Social Services	No	\$2,750.00	\$2,521.39
3	3.2	Chromebooks, Tablets and WiFi Devices for Students	No	\$3,800.00	\$3,591.90
3	3.3	Teacher/Classroom Technology	No	\$1,600.00	\$1,320.11
3	3.4	Support Staff Professional Development in De-Escalation Strategies	No	\$220.00	\$220.00
3	3.5	School Safety Personnel, Materials and Training	No	\$3,896.00	\$3,929.33
3	3.6	Campus Technology Support	No	\$4,389.00	\$210.51
3	3.7	After School Learning Hub			
3	3.8	School Nurse LVN	Yes	\$6,301.00	\$7,541.68

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.9	Digital Monitoring Software	No	\$638.00	\$552.42
3	3.10	ActVnet Crisis Information Program	No	\$660.00	\$0.00
3	3.11	Junior High Bathroom Modification	No	\$1,320.00	\$0.00

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)
	\$45,331.52	\$32,065.00	\$13,266.52	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	Student Success Center	Yes	\$4,702.52	\$1,000		
1	1.6	ELD Coordinator	Yes	\$10,435.00	\$2,244		
1	1.7	Curriculum & Assessment Coordinator	Yes	\$5,866.00	\$2,611		
1	1.8	Response to Intervention Supplemental Curricular Materials and Programs	Yes	\$2,350.00	\$2,063		
1	1.10	Classified Personnel	Yes	\$11,464.00	\$11,278		
2	2.2	Library Media Center	Yes	\$4,213.00	\$4,491		
3	3.8	School Nurse LVN	Yes	\$6,301.00	\$8,378		

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)
			0.000%	\$32,065.00	0.000%	0.000%	\$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).

California Department of Education
November 2023



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.5 Approve the 2024-2025 Charter LCAP and Budget Overview for Parents

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sequoia Union Elementary Charter School and Sequoia Union Elementary School District

CDS Code: 54-72116-6054340

School Year: 2024-25

LEA contact information:

Ken Horn

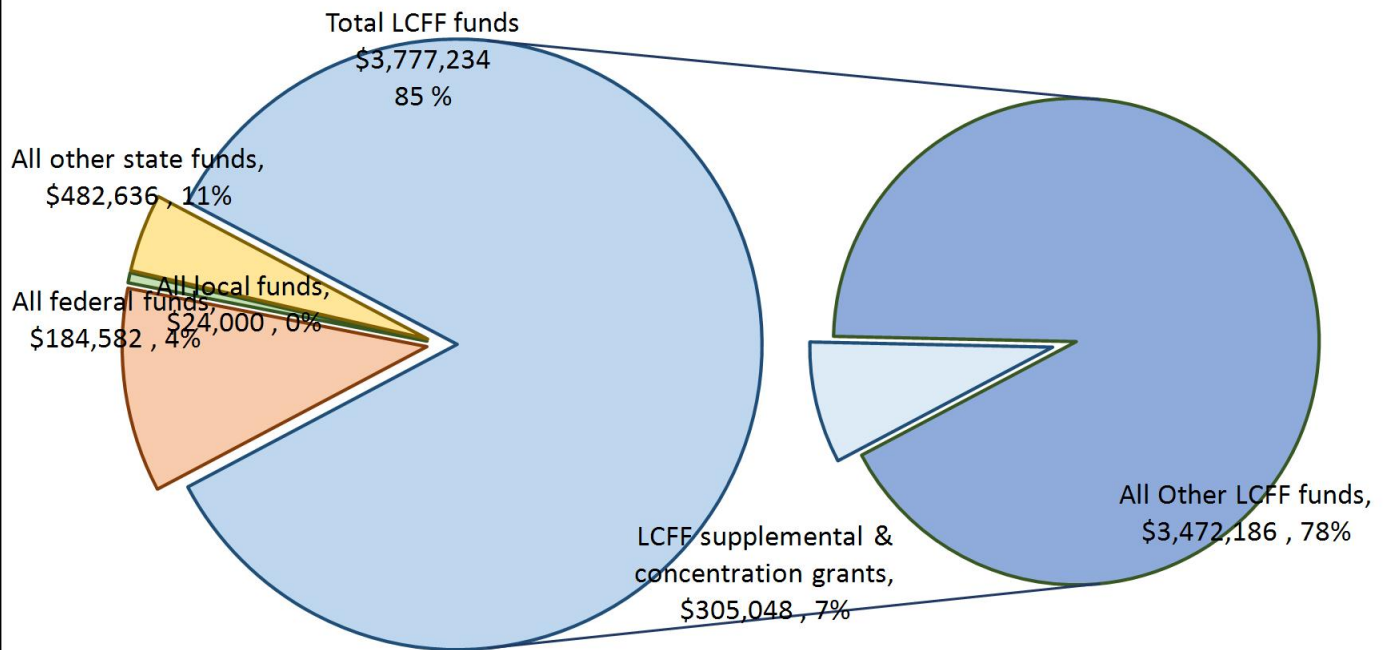
Superintendent-Principal

(559) 564-2106

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

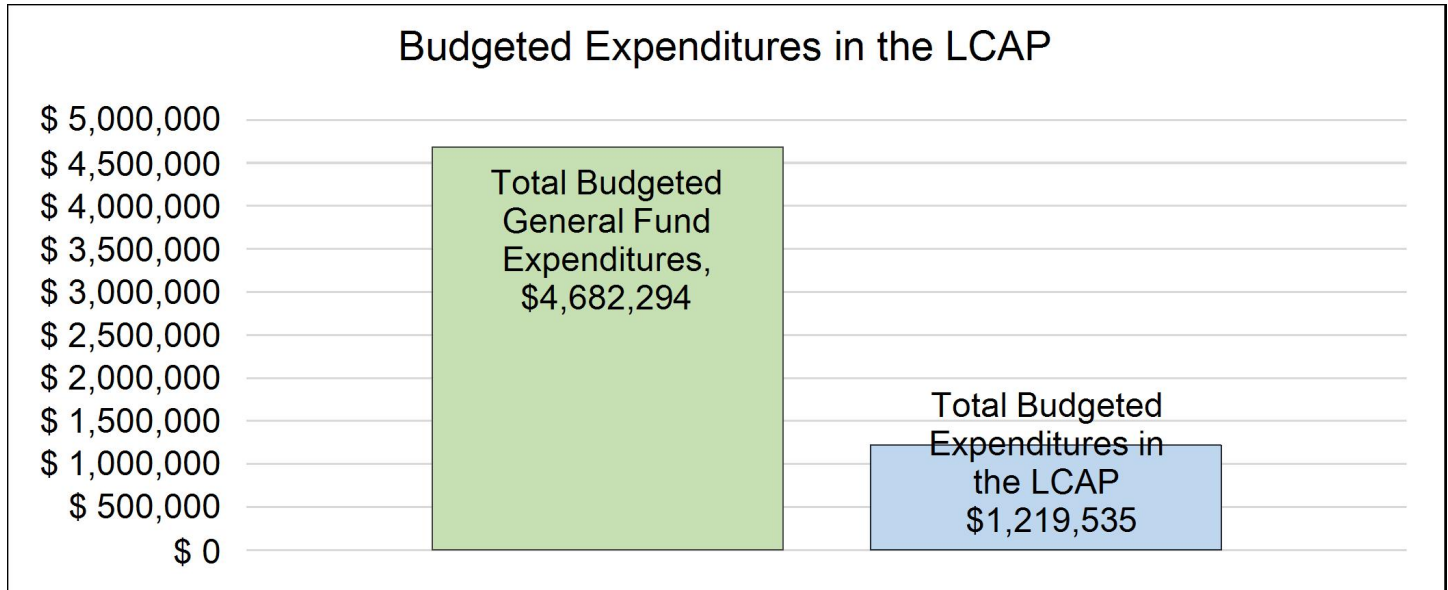


This chart shows the total general purpose revenue Sequoia Union Elementary Charter School and Sequoia Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sequoia Union Elementary Charter School and Sequoia Union Elementary School District is \$4,468,452, of which \$3,777,234 is Local Control Funding Formula (LCFF), \$482,636 is other state funds, \$24,000 is local funds, and \$184,582 is federal funds. Of the \$3,777,234 in LCFF Funds, \$305,048 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Sequoia Union Elementary Charter School and Sequoia Union Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sequoia Union Elementary Charter School and Sequoia Union Elementary School District plans to spend \$4,682,294 for the 2024-25 school year. Of that amount, \$1,219,535 is tied to actions/services in the LCAP and \$3,462,759 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

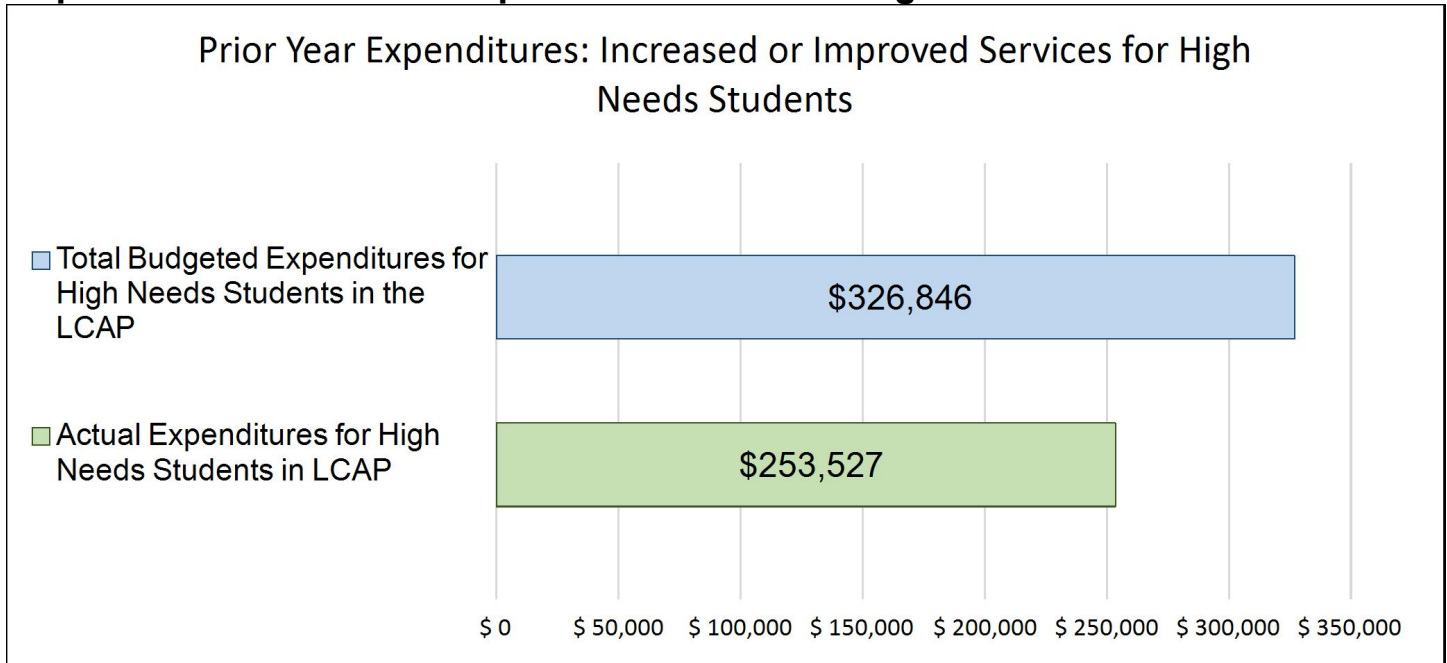
General Fund Budget Expenditures not included in the LCAP include expenditures in routine maintenance, administrative costs, and utilities. These expenditures are essential for the overall operation and maintenance of the school district but are not directly tied to the specific goals and actions outlined in the LCAP.

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

In 2024-25, Sequoia Union Elementary Charter School and Sequoia Union Elementary School District is projecting it will receive \$305,048 based on the enrollment of foster youth, English learner, and low-income students. Sequoia Union Elementary Charter School and Sequoia Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sequoia Union Elementary Charter School and Sequoia Union Elementary School District plans to spend \$618,355 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Sequoia Union Elementary Charter School and Sequoia Union Elementary School District's LCAP budgeted \$326,846 for planned actions to increase or improve services for high needs students. Sequoia Union Elementary Charter School and Sequoia Union Elementary School District actually spent \$253,527 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-73,319 had the following impact on Sequoia Union Elementary Charter School and Sequoia Union Elementary School District's ability to increase or improve services for high needs students:

The District continues to run a deficit and expenditures for 2023-24 were cut in a way to lower the deficit without taking away any key services to increase and improve academics and other services for high needs students and all of our students.



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
Sequoia Union Elementary Charter School and Sequoia Union Elementary School District	Ken Horn Superintendent-Principal	kenhorn@sequoiaunion.org (559) 564-2106

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.

Sequoia Union Elementary School District is a rural single site district consisting of a traditional Elementary School (grade 8), which shares a school site with a dependant Charter School (grades K-7). The campus has a rich history and serves as the center of the small agricultural community of Lemon Cove. Many local families have had multiple generations attend our school, and roughly half of our staff either attended Sequoia Union themselves, or had children matriculate through the district. Typical enrollment for the Charter School fluctuates in size from about 325 to 350 students depending on the year. Currently 42% of the Charter School student body comes from outside district boundaries. Families who choose to attend from outside the district cite the small class size, rural location, and family atmosphere of our campus. Events such as our annual carnival, track meet, drama production and multi-day eighth grade trip are cherished traditions in our community.

Sequoia Union enjoys active parent volunteer groups including the Parent Teacher Club and the Sports Boosters organization. These groups collectively raise upwards of \$30,000 each year which they split between the Elementary School and the dependant Charter to fund school field trips and other extracurricular activities.

The with the renewal of the Charter School in 2020, Sequoia Union Elementary School District adopted an agricultural focus; in 2023 the district realized the long held goal of hiring a credentialed agricultural teacher. Students at Sequoia Union Elementary have the opportunity to take both Agricultural Biology as their main science course and an agriculture elective. In 2024 a junior high chapter of FFA was chartered and members participated in both local and state wide FFA conferences and competitions throughout the school year. Development of our school farm has continued this year with fencing and irrigation plans and the purchase of a brand new tractor. The district has begun writing grants as part of the farm development process and plans to develop a three course CTE agricultural pathway for middle school students. The vision for the district as a whole is to provide a robust education in all academic areas enhanced by hands-on learning on the farm site with option of a deeper dive into agricultural education for middle school students. Surveys of educational partners continue to show that this type of active, experiential instruction is valued by our parents and community partners.

The Sequoia Elementary Charter serves a population that is currently 36.9% socioeconomically disadvantaged and 9.3% English Learners. Demographically the Charter School is made up of Caucasian students, 59%, and Hispanic students, 37.7%.

In the narratives that follow, sometimes statistics may be cited that combine the Elementary School and the dependant Charter. For the purposes of this LCAP the total enrollment, allocated funds and actions are for the 8th Grade only; the Elementary School and the Charter have separate LCAPs and are funded as separate entities.

Reflections: Annual Performance

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

Sequoia Elementary Charter improved overall academic performance in both English language arts and mathematics from 2022 to 2023 according to the California School Dashboard. Scores in English language arts were "yellow" on the Dashboard and went up by 8.3 points overall. Scores in mathematics were "yellow" and went up by 15.6 points overall.

The Dashboard shows all statistically significant groups, Hispanic students, White students and socioeconomically disadvantaged students were in the "yellow category" for English Language Arts. All three of these groups increased their performance over last year with Hispanic students going up by 7.9 points, White students going up by 3.4 students and socioeconomically disadvantaged students improving by 12.7 points. Other student groups lacked the population to merit a color, but results show they increased their performance as well; English Learners increased their ELA performance by 9.4 points, and students with disabilities increased their scores by 57.2 points.

In Mathematics Hispanic and Socioeconomically disadvantaged students were in the "yellow" category with Hispanic students increasing their scores by 20.1 points and socioeconomically disadvantaged students increasing by 23.1 points. White students were in the green category, improving their performance by 11 points. While no color was given to English Learners and Students with disabilities each of these categories also improved their performance by 33.4 points and 91.1 points respectively.

The charter school made progress in the area of academic engagement, with chronic absenteeism overall in the "green" category, with a 6.1% decline from the previous year. All three statistically significant sub groups - Hispanic, socioeconomically disadvantaged students and White students - also saw declines in chronic absenteeism.

Despite growth in academics and engagement, conditions and climate in the charter school have declined with a suspension rate in the "red" and a 3.6% increase in suspensions over last year. All statistically significant subgroups experienced increased suspensions as well. Local data support the dashboard statistics suggesting that school climate at Sequoia Elementary Charter is in need of significant improvement.

Local data collected from surveys of students, parents and staff all resulted in similar findings. Surveys of students show a decline in the number of students who gave a positive answer when asked "In general, would you say you like school" from 61% in 2023 to 51% in 2024. Student's reported abilities in self-management skills have also declined by 11% since last year, showing a reduction in students abilities to follow directions, pay attention, stay calm, and complete work in a timely manner. Among parents, less than half of respondents answered that they believed discipline on campus is fair, down from 81% in 2023. The number of parents who report that school staff welcomes their suggestions also dropped significantly from 90% to 54%. Like students and parents, staff are also report a deteriorating school climate. 89% of teachers agreed that disruptive student behavior is a moderate to severe problem. 78% disagree or strongly disagree that the school effectively handles student discipline and behavioral problems, and only 20% of staff report that their colleagues have a "quite" or "extremely" positive attitude.

This data reveals that significant action needs to take place to repair and strengthen the culture in the district. As such, the LEA has made two sizeable changes to the LCAP to address this issue. A fourth goal has been added to this new three year cycle of the LCAP that will specifically address campus culture. Actions associated with this goal will include initiatives to address student needs such as character education and discipline programs, as well as conferences and professional development for teachers that will specifically provide training in how to change school culture. The governing board of the LEA has also approved an additional administrator for next year, realizing a goal held by many in the district for at least a decade. It is clear from staff and parent feedback that many of the areas in need of improvement - student discipline, communication with parents, staff management - have suffered because there is too many responsibilities for a single administrator to handle.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<p>Teachers were invited to engage with the LCAP process in the following ways:</p> <p>Teachers were asked to take two surveys administered via the Kelvin survey platform:</p> <p>~A Climate and Culture Survey - 95% participation rate among teachers</p> <p>~An LCAP Development Survey - 73% participation rate among teachers</p> <p>Both surveys provided multiple opportunities for open ended comments and feedback.</p> <p>An all staff meeting was held on March 13, 2024 where teachers were presented with basic information about LCAP and asked to review and/or make suggestions for revisions of goals and actions. Data from staff, student and parent surveys was discussed and draft of a new goal was presented. Teachers were encouraged to give feedback both in person and via a Google Form that was available during the meeting.</p> <p>School Site Council meetings dedicated to data review and LCAP creation were held on March 18th, April 29th and May 20th.</p>

Educational Partner(s)	Process for Engagement
School Staff	<p>School staff were invited to engage with the LCAP process in the following ways:</p> <p>School staff were asked to take two surveys administered via the Kelvin survey platform: ~A Climate and Culture Survey - 68% participation rate among school staff ~An LCAP Development Survey - 57% participation rate among school staff Both surveys provided multiple opportunities for open ended comments and feedback.</p> <p>An all staff meeting was held on March 13, 2024 where staff members were presented with basic information about LCAP and asked to review and/or make suggestions for revisions of goals and actions. Data from staff, student and parent surveys was discussed and draft of a new goal was presented. Staff were encouraged to give feedback both in person and via a Google Form that was available during the meeting.</p> <p>School Site Council meetings dedicated to data review and LCAP creation were held on March 18th, April 29th and May 20th.</p>
Parents and Families	<p>Parents and Families were invited to engage with the LCAP process in the following ways:</p> <p>Families were asked to take two surveys administered via the Kelvin survey platform: ~A Climate and Culture Survey - 62% participation rate among parents and other family members ~An LCAP Development Survey - 21% participation rate among parents and other family members Both surveys provided multiple opportunities for open ended comments and feedback.</p>

Educational Partner(s)	Process for Engagement
	<p>A parent meeting to discuss and elicit feedback for LCAP from parents was held on March 22, 2024</p> <p>School Site Council meetings dedicated to data review and LCAP creation were held on March 18th, April 29th and May 20th.</p>
Parents With Students Receiving Special Services, Including Parents of English Learners	<p>Parents with students receiving special services, including parents of English Learners, were invited to engage with the LCAP process in the following ways:</p> <p>In addition to the surveys administered to Parents and Families, a survey asking about satisfaction with special services was sent to all parents whose students receive those services. This survey also allowed for open ended comments.</p> <p>The LCAP was the main topic of discussion at the ELAC meeting held on May 13, 2024.</p>
Students	<p>Students were invited to engage with the LCAP process in the following ways:</p> <p>Students were asked to take two surveys administered via the Kelvin survey platform:</p> <ul style="list-style-type: none"> ~A Climate and Culture Survey - 94% participation rate among students in grades 4-8 ~An LCAP Development Survey - 65% participation rate among students in grades 4-8

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will increase achievement in Mathematics, English Language Arts and Science through targeted and comprehensive academic support.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

--

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	LEA wide performance on the CAASPP	LEA Wide CAASPP Performance 22-23 All Students 2022-2023 42.91% met or exceeded standard for ELA 40.25% met or exceeded standard for Math 38.10% met or exceeded standard for Science English Learners 2022-2023			LEA Wide CAASPP Performance 25-26 All Students 2025-2026 45% will meet or exceed standard for ELA 43% will meet or exceed standard for Math 41% will meet or exceed standard for Science	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>9.52% met or exceeded standard for ELA 9.52% met or exceeded standard for Math Data in Science is not available because 10 or fewer students were tested.</p> <p>Hispanic/Latino Students 2022-2023 25.67% met or exceeded standard for ELA 14.66% met or exceeded standard in Math 10.35% met or exceeded the standard for Science</p> <p>Socioeconomically Disadvantaged 2022-2023 27.19% met or exceeded standard for ELA 21.35% met or exceeded standard for Math 17.95% met or exceeded the standard in Science</p>			<p>English Learners 2025-2026 12% will meet or exceed standard for ELA 12% will meet or exceed standard for Math 12% will meet or exceed standard for Science</p> <p>Hispanic/Latino Students 2025-2026 28% will meet or exceed standard for ELA 17% will meet or exceed standard in Math 13% will meet or exceed the standard for Science</p> <p>Socioeconomically Disadvantaged 2025-2026 30% will meet or exceed standard for ELA 24% will meet or exceed standard for Math 20% will meet or exceed the</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					standard in Science	
1.2	ELPAC proficiency	LEA wide 16.67% of English Language Learners scored proficient on the ELPAC in 2022-2023 (Level 4)			LEA wide 19% of English Language Learners will score proficient on the ELPAC in 2025-2026 (Level 4)	
1.3	LEA wide reclassification of English Language Learners	LEA wide two English Learners were Reclassified Fluent English Proficient for the 2022-2023 school year for a reclassification rate of 7.1%			LEA wide English Learners will be Reclassified Fluent English Proficient for the 2025-2026 school year for a reclassification rate of 10%	
1.4	Progress toward English proficiency as measured by the ELPAC	<p>LEA wide 16.67% of English Language Learners scored proficient on the ELPAC in 2022-2023 (Level 4, Well Developed)</p> <p>Level 1 Minimally Developed 22-23: 10.00%</p> <p>Level 2 Somewhat Developed 22-23: 36.67%</p> <p>Level 3 Moderately Developed 22-23: 36.67%</p>			<p>LEA wide 19% of English Language Learners will score proficient on the ELPAC in 2025-2026 (Level 4, Well Developed)</p> <p>Level 1 Minimally Developed 25-26: 7%</p> <p>Level 2 Somewhat Developed 25-26: 39%</p> <p>Level 3 Moderately Developed 25-26: 39%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Locally administered benchmark assessment performance	<p>Sequoia Union Elementary iReady Diagnostic Overall Placement Fall 23 to Spring 24</p> <p>*Mid/Above Grade Level Reading Fall 29% Spring 39% Math Fall 6% Spring 13%</p> <p>*Early on Grade Level Reading Fall 13% Spring 19% Math Fall 16% Spring 26%</p> <p>*One Grade Level Below Reading Fall 26% Spring 6% Math Fall 45% Spring 29%</p> <p>*Two Grade Levels Below Reading Fall 3% Spring 3% Math Fall 10% Spring 6%</p> <p>*Three or More Grade Levels Below Reading Fall 29% Spring 32%</p>			<p>Sequoia Union Elementary LEA Diagnostic Overall Placement Fall 26 to Spring 27</p> <p>*Mid/Above Grade Level Reading Fall 32% Spring 42% Math Fall 9% Spring 16%</p> <p>*Early on Grade Level Reading Fall 16% Spring 22% Math Fall 19% Spring 29%</p> <p>*One Grade Level Below Reading Fall 23% Spring 3% Math Fall 42% Spring 26%</p> <p>*Two Grade Levels Below Reading</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math Fall 23% Spring 26%			Fall 2% Spring 2% Math Fall 9% Spring 5% *Three or More Grade Levels Below Reading Fall 26% Spring 29% Math Fall 20% Spring 23%	
1.6	Benchmark growth of students identified for intervention with the Student Success Center	LEA wide: 76% of students served by the Student Success Center have shown growth from the fall iReady ELA benchmark to the spring benchmark during the 23-24 school year. 43% of students who received services met their annual typical growth goals for the 23-24 school year, moving up one or more grade levels from the fall assessment to the spring assessment. 10% of students who received services			LEA wide: 79% of students served by the Student Success Center will show growth from the fall LEA ELA benchmark to the spring benchmark during the 26-27 school year. 46% of students who receive services will meet their annual typical growth goals for the 26-27 school year, moving up one or more grade levels from the fall assessment to the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		during the 22-23 school year improved their ELA scores on the iReady benchmark assessment by two or more grade levels.			spring assessment. 13% of students who receive services during the 26-27 school year will improve their ELA scores on the LEA benchmark assessment by two or more grade levels.	
1.7	Students enrolled in a Broad Course of Study, including Unduplicated Pupils and students with exceptional needs	In 23-24 100% of students in grades 4-8 are enrolled in a broad course of study.			In 26-27 100% of students in grades 4-8 will be enrolled in a broad course of study.	
1.8	Annual LEA survey of parents - questions about programs for unduplicated pupils and students with exceptional needs	83% of parents surveyed in 23-24 who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction with the services or accommodations their student receives. 100% of parents surveyed in 23-24 who have students qualifying as unduplicated pupils			86% of parents who will be surveyed in 26-27 who have students qualifying as unduplicated pupils and those with exceptional needs will state positive satisfaction with the services or accommodations their student receives.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and those with exceptional needs stated positive satisfaction with their role in educational decisions that impact their student.			100% of parents who will be surveyed in 26-27 who have students qualifying as unduplicated pupils and those with exceptional needs will state positive satisfaction with their role in educational decisions that impact their student.	
1.9	Teacher Credential Status	23-24 All teachers are fully credentialed.			26-27 All teachers will be fully credentialed.	
1.10	Appropriate assignment of teachers in the subject areas and for the pupils they are teaching	23-24 All teachers are appropriately assigned.			26-27 All teachers will be appropriately assigned.	
1.11	Implementation of State Board Academic Content and Performance Standards, including ELD Standards, for all students	23-24 100% implementation of State Board Academic Content and Performance Standards were implemented, including ELD Standards, for all students.			26-27 100% implementation of State Board Academic Content and Performance Standards will continue to be implemented, including ELD Standards, for all students.	

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Success Center	This action will allow for staff salaries for a site-wide intervention program to provide comprehensive targeted support for students who demonstrate need based on state and local assessment data in ELA and Math. The Certificated Student Success Center Staff member will collaborate with the ELD Coordinator for ELD	\$106,492.80	Yes
1.2	ELD Coordinator	Staff to coordinate pull out English Language Development Instruction and to coordinate ELPAC testing for English Language Learners.	\$26,956.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	English Language Development Training	Training provided to our teaching staff by the TCOE Title III ELD Consortium in effective strategies to assist English language acquisition in the classroom.	\$0.00	Yes
1.4	Local Benchmark Assessment Program	Renaissance STAR assessment system to help determine placement and measure progress in the LEA's intervention program.	\$8,010.00	Yes
1.5	Classified Personnel	Classified salaries for paraprofessionals to support unduplicated students in all academic areas.	\$138,309.00	Yes
1.6	Off-Site Professional Development and Conferences	Professional development and conferences to continue to develop staff expertise in their assigned grade level/subject matter and increase overall organizational capacity.	\$8,900.00	No
1.7	Learning Director I and II	These positions will assist teachers and Administration with creating curriculum maps and pacing guides, facilitate Professional Learning Communities, mentor new teachers, and help establish a model of continuous improvement on our campus. The Learning Director/Coach will provide support to teachers and Administration in interpreting assessment data and using that data to guide their instruction. These positions will also assist the Superintendent/Principal with select administrator duties such as 504 meetings and implementation of CAASPP Summative and Smarter Balanced Interim Assessments.	\$23,423.00	No
1.8	Imagine Learning Online Learning Platform	Comprehensive online learning platform for use with independent study students. Imagine Learning provides equitable educational opportunities for students who due to illness or extreme habitual unruly behavior are unable to successfully attend in-person classes.	\$8,900.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Sequoia Union Elementary School District will partner with parents to provide an educational experience that enriches and engages students providing them with the tools and experience they need to reach their full potential as independent life-long learners.	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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Daily Attendance (ADA)	Average Daily Attendance (ADA) for Sequoia Elementary Charter for the 22-23 school year was 93.38%			Average Daily Attendance (ADA) for Sequoia Elementary Charter for the 25-26 school year will be 96%	
2.2	Chronic Absenteeism	Chronic absenteeism for Sequoia Elementary Charter for the 22-23 school year was 8.9%			Chronic absenteeism for Sequoia Elementary Charter for the 25-26 school year will be 5.9%	
2.3	Suspension rates for all students and all	Total suspension rate for Sequoia Elementary			Total suspension rate for Sequoia	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	subgroups on the California School Dashboard	<p>Charter for 22-23 according to the California School Dashboard - 7.2% of students suspended at least one day.</p> <p>7.1% of Hispanic students were suspended at least one day.</p> <p>8.9% Socioeconomically Disadvantaged were suspended at least one day.</p> <p>8% of white students were suspended at least one day.</p>			<p>Elementary Charter for 25-26 according to the California School Dashboard will be 4% of students suspended at least one day.</p> <p>4% of Hispanic students will be suspended at least one day.</p> <p>5% Socioeconomically Disadvantaged will be suspended at least one day.</p> <p>5% of white students will be suspended at least one day.</p>	
2.4	Expulsion rate for all students and all subgroups	Expulsion rate for Sequoia Elementary Charter for the 22-23 school year is 0%.			Expulsion rate for Sequoia Elementary Charter for the 25-26 school year will be 0%.	
2.5	Middle school drop-out rate for all students and all subgroups	The middle school dropout rate for Sequoia Union Elementary School for 22-23 school year is 0%.			The middle school dropout rate for Sequoia Union Elementary School for 25-26 school year will be 0%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Annual Survey of Parents and Students - Questions about school satisfaction	<p>23-24</p> <p>51% of students surveyed in grades 4-8 answered that, in general, they like school "Often" or "Almost All the Time"</p> <p>76% of parents surveyed agreed with the statement "My child enjoys coming to school."</p>			<p>26-27</p> <p>54% of students surveyed in grades 4-8 will answer that, in general, they like school "Often" or "Almost All the Time"</p> <p>79% of parents surveyed will agree with the statement "My child enjoys coming to school."</p>	

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	CTE Agriculture Program	Salaries, materials and supplies for the continued development of our career technical education agriculture pathway and school farm.	\$93,584.83	Yes
2.2	Library media Center	Staffing and materials for the Library Media Center including salaries, books and supplies	\$41,485.00	Yes
2.3	TCOE Educational Enrichment Programs	Stipends, overtime, fees and supplies for TCOE sponsored academic programs and competitions: Spelling Bee, Poetry and Prose, Science Olympiad, Math Bowl, Reading Revolution, National History Day	\$4,887.00	No
2.4	Musical Theater Program	Salaries materials and supplies to establish a musical theater program.	\$2,301.00	No
2.5	Experiential Learning Program	Program provides for two off-site learning experiences per year that enhance grade level standards and allow students to experience academic concepts in the wider world.	\$35,600.00	No
2.6	After School Sports Program	Personnel, equipment and travel expenses to conduct an after school sports program for boys and girls in grades 6-8 throughout the regular school year.	\$13,787.00	No
2.7	Expanded Learning Opportunities Program	State mandated program extending enrichment activities and learning opportunities to 9 hours a day and 30 extra school days a year. This program is currently only available to students in grades 6 and below, therefore no funds are allocated to the Elementary School.	\$218,401.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	Campus Wide Reading Culture Initiative	The District will invest in enrichment through a Reading Culture by providing new class novel sets, rewards and incentives for students who meet reading goals. No cost elements in the initiative include instituting "Reading Buddies" on a regular basis, handing out reading awards at the trimester awards assemblies, and re emphasizing regular library visits by all classes.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Sequoia Union Elementary School District will maintain a physically safe and supportive environment where students and teachers have the material, technological and health related resources necessary for successful teaching and learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Access to standards aligned instructional materials as mandated by the Williams Act	23-24 0% of students lacking instructional materials.			26-27 0% of students will be lacking instructional materials	
3.2	Williams Facilities Inspection Tool	Overall summary of facility conditions for the 22-23 school year was Good as reported in the SARC			Overall summary of facility conditions for the 25-26 school year will be Good as reported in the SARC	
3.3	Annual survey of students - questions about school safety	23-24 LEA wide 69% of students surveyed responded that they felt			26-27 LEA wide 72% of students who will be surveyed will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"safe" or "very safe" at school.			respond that they felt "safe" or "very safe" at school.	
3.4	Annual Survey of staff - questions about safety	23-24 LEA Wide 82% of staff surveyed felt "Safe" or "Very Safe" while at school.			26-27 LEA Wide 85% of staff who will be surveyed will feel "Safe" or "Very Safe" while at school.	
3.5	Reported adequacy of teacher issued tools and equipment	23-24 LEA Wide 100% of staff surveyed felt they had been adequately issued tools and equipment.			26-27 LEA Wide 100% of staff who will be surveyed will feel that they have been adequately issued tools and equipment.	
3.6	Annual survey of students - emergency preparedness	23-24 LEA Wide 91% of students surveyed agreed or strongly agreed with the statement " I have practiced and know what to do in an emergency at school."			26-27 LEA Wide 94% of students who will be surveyed will agree or strongly agree with the statement " I have practiced and know what to do in an emergency at school."	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Annual survey of students - materials	23-24 LEA Wide 88% of students agreed or strongly agreed with the statement "My school provides all students with the materials needed to learn."			26-27 LEA Wide 91% of students agreed or strongly agreed with the statement "My school provides all students with the materials needed to learn."	

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	Curriculum Materials	Purchase of ongoing ELA, Math, Science, Social Studies, and all academic curriculum.	\$18,000.00	No
3.2	Classroom Technology	This action will allow for the purchase of Classroom technology for teachers, including desktop computers, laptops, projectors, document cameras and other new educational technologies in order to ensure students receive high quality instruction tools that are provided to each classroom.	\$12,450.00	No
3.3	Student Technology	This action will allow for the purchase of Chromebooks and tablets as well as keeping current devices in good repair. Chromebooks and tablets allow students to access the digital content that is part of all of the LEA's adopted curriculum programs, and wifi devices help address resource inequities for students who lack internet access at home. 1:1 student devices also allow for access to the personalized learning experience of apps like iReady that find and fill gaps in student knowledge. This Action will provide for a wifi device and tablet for each family with an English Learner.	\$3,382.00	No
3.4	Campus Technology Support	Campus Technology Support Personnel to support school tech needs including issues with the network, servers, hardware set-up repair and other technology related issues.	\$47,869.00	No
3.5	Digital Monitoring Software	Digital monitoring and filtering software that blocks harmful content and allows teachers and support staff to monitor student online activity.	\$5,162.00	No
3.6	ActVnet Crisis Information Program	ActVnet Crisis Information Program helps to prepare our campus for the timely coordinated assistance of all Tulare county emergency services in the event of a school lockdown, evacuation or disaster through the utilization of building ID, video surveillance and digital mapping.	\$5,340.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	School Safety Personnel, materials and training	Salary for the School Safety Supervisor as well as materials, supplies and training fees for meeting the LEA's obligations to protect students and staff and to educate both groups in the protocols and practices of maintaining a physically and emotionally safe and secure working and learning environment.	\$63,926.00	Yes
3.8	School Nurse LVN	Employment of an LVN to fulfill the health and safety mandates required of Sequoia Union by state and federal agencies.	\$93,281.56	Yes
3.9	Counseling/ Social Services	Students continue to need emotional support in greater numbers than before the COVID 19 pandemic. This action will allow for a mental health professionals to serve our campus to the maximum extent that funds will allow. This action will allow greater access to these services for both students and staff.	\$40,940.00	No
3.10	Psychological Services	Through a contract with Tulare County Office of Education, students who are on an IEP or a 504 will benefit from observations and feedback from the school psychologist 1.5 days a week.	\$20,719.20	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Sequoia Union Elementary School District will partner with parents, students and community members to improve communication and school climate, creating a positive learning environment where educational partners treat each other with respect and work together toward common goals in a cycle of continuous improvement.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension rates for all students and all subgroups	<p>22-23 LEA Wide Total suspension rate for 22-23 according to the California School Dashboard - 12.5% of students suspended at least one day.</p> <p>6.3% of Hispanic students were suspended at least one day.</p> <p>9.1% Socioeconomically</p>			<p>25-26 LEA Wide Total suspension rate for 25-26 according to the California School Dashboard will be- 9.5% of students suspended at least one day.</p> <p>3.3% of Hispanic students will be suspended at least one day.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Disadvantaged were suspended at least one day.</p> <p>16.1% of white students were suspended at least one day.</p>			<p>3.1% Socioeconomically Disadvantaged will be suspended at least one day.</p> <p>13.1% of white students will be suspended at least one day.</p>	
4.2	Expulsion rates for all students and all subgroups	LEA Wide Expulsion rate for the 22-23 school year is 0%.			LEA Wide Expulsion rate for the 25-26 school year will be 0%.	
4.3	Annual survey of teachers - questions about discipline and student behavior	<p>23-24 LEA Wide</p> <p>15% of staff surveyed agreed or strongly agreed with the statement "this school effectively handles student discipline and behavioral problems".</p> <p>90% of staff consider disruptive student behavior to be a moderate to severe problem.</p>			<p>26-27 LEA Wide</p> <p>18% of staff who will be surveyed will agree or strongly agree with the statement "this school effectively handles student discipline and behavioral problems".</p> <p>87% of staff will consider disruptive student behavior to be a moderate to severe problem.</p>	
4.4	Annual survey of teachers - questions	23-24 LEA Wide			26-27 LEA Wide	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	about climate and culture	<p>20% of staff surveyed agreed that their colleagues had positive attitudes.</p> <p>38% of staff felt optimistic that the school will improve in the future.</p> <p>70% of staff surveyed responded that lack of respect of staff by students is a moderate to severe problem.</p>			<p>23% of staff who will be surveyed will agree that their colleagues have positive attitudes.</p> <p>41% of staff will feel optimistic that the school will improve in the future.</p> <p>67% of staff who will be surveyed will respond that lack of respect of staff by students is a moderate to severe problem.</p>	
4.5	Annual survey of students - questions about self management	<p>23-24 LEA Wide</p> <p>64% of students surveyed answered questions about self management positively.</p>			<p>26-27 LEA Wide</p> <p>67% of students who will be surveyed will answer questions about self management positively</p>	
4.6	Annual survey of students - questions about student behavior	<p>23-24 LEA Wide</p> <p>61% of students surveyed agree or strongly agree with the statement "students at</p>			<p>26-27 LEA Wide</p> <p>64% of students who will be surveyed will agree or strongly agree with the</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>my school respect their teachers."</p> <p>57% of students surveyed said other kids at school spread mean rumors or lies about them some, most of all of the time.</p> <p>49% of students surveyed said other kids at school hit or push them some, most or all of the time.</p>			<p>statement "students at my school respect their teachers."</p> <p>54% of students who will be surveyed will say that other kids at school spread mean rumors or lies about them some, most of all of the time.</p> <p>46% of students who will be surveyed will say that other kids at school hit or push them some, most or all of the time.</p>	
4.7	Annual survey of parents - questions about student behavior and discipline	<p>23-24 LEA Wide</p> <p>49% of parents surveyed agreed or strongly agreed with the statement "at this school, discipline is fair".</p> <p>51% of parents agreed or strongly agreed with the statement "this school provides high quality services to help</p>			<p>26-27 LEA Wide</p> <p>52% of parents who will be surveyed will agree or strongly agree with the statement "at this school, discipline is fair".</p> <p>54% of parents will agree or strongly agree with the</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>students with social or emotional needs".</p> <p>24% of parents surveyed agreed or strongly agreed with the statement "physical fighting is a problem at this school".</p>			<p>statement "this school provides high quality services to help students with social or emotional needs".</p> <p>21% of parents who will be surveyed will agree or strongly agree with the statement "physical fighting is a problem at this school".</p>	
4.8	Annual survey of parents - questions about communication and participation	<p>23-24 LEA Wide</p> <p>79% of parents surveyed agreed or strongly agreed that they feel welcome to participate at this school.</p> <p>67% of parents say that school staff takes their concerns seriously.</p> <p>54% of parents agreed or strongly agreed that school staff welcomes their suggestions.</p>			<p>23-24 LEA Wide</p> <p>82% of parents who will be surveyed will agree or strongly agree that they feel welcome to participate at this school.</p> <p>70% of parents will say that school staff takes their concerns seriously.</p> <p>57% of parents will agree or strongly</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					agree that school staff welcomes their suggestions.	

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
4.1	Assistant Principal	The Assistant Principal will assist in the administration of all facets of the elementary school educational program directed toward the optimal educational and social development of each individual student. The Assistant Principal will be a member of the Superintendent-Principal's Cabinet. The Assistant Principal will Assist in enforcing all state and district rules, regulations and policies in the school.	\$135,444.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Assist in the supervision of students at school, on the campus and on the bus before, during and after school hours. • Coordinate the curriculum department and development. • Assist in the monitoring and evaluation of certificated and classified employees. • Coordinate Student 504 and SST process • Assist in the counseling of students and implementing the climate and culture programs and projects • Assist in the monitoring and facilitation of school groups and committees such as School Site Council, Student Study Team, Leadership Team and Student Council. • Assist in the supervision of duties and responsibilities of staff members. • Assist in the staff development program and plan. • Assist in the development and implementation of the student discipline procedure plan at the school site, a Multi-Tiered System of Supports (MTSS) • Assist in developing a positive school climate. • Assist the Superintendent-Principal with the writing of the LCAP • Assist in parent/teacher conferences relating to problems, concerns or activities of students. • Coordinate Student Testing (Benchmarks; CAASPP; ELPAC) 		
4.2	Solution Tree - Transforming School Culture	Transforming School Culture Professional Learning will help Sequoia Union Staff GAIN an understanding of school culture and its impact on school performance and student achievement; help to DEVELOP action steps that will bring out the best in our school; will ENHANCE our communication between teachers and school leaders; and will ALIGN our organizational philosophy and create a shared mission and vision.	\$2,670.00	Yes
4.3	Conscious Discipline	Comprehensive plan to train all staff on the brain research based conscious discipline program, which will be a Multi-year implementation.	\$12,175.20	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Character Counts	Implement the Character Counts Program which will focus on building students' character skills and shaping a positive school culture. Character Counts is based on the Six Pillars of Character framework for teaching good character and is composed of six ethical values (characteristics) everyone can agree upon: Trustworthiness; Respect; Responsibility; Fairness; Caring; and Citizenship.	\$4,450.00	Yes
4.5	Let Grow	Let Grow's school and community project will provide students with a bracing dose of the rocket fuel known as independence. Trusted with the chance to start doing some things on their own — including plain old playing — kids explore the world, discover new interests, and problem-solve as they go. The Let Grow Project is a simple, life-changing homework assignment: “Go home and do something new, on your own. Climb a tree, run an errand, make a meal. . .” the choices are endless and the impact: immediate.	\$890.00	Yes
4.6	Climate and Culture Implementation Materials and Supplies	Materials and Supplies to implement Climate and Culture programs and projects.	\$4,450.00	Yes
4.7	Climate and Culture Implementation Travel and Conference	Travel and Conference to implement Climate and Culture programs and projects.	\$4,450.00	Yes
4.8	Edlio Website Hosting	Allows the LEA to maintain a professional website presence where parents and the public can access information and relevant documents.	\$3,800.00	Yes
4.9	Home to School Communication	Home to School Communication systems for phone, email and text messaging with families. This products are crucial for keeping parents informed of important educational and social events on campus.	\$1,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.10	PowerSchool Student Information System	PowerSchool allows the LEA to collect the data necessary for state reporting as well as utilize communication tools such as the Parent/Student portal where families can track student progress.	\$7,900.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$305,048	\$

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
8.896%	0.000%	\$0.00	8.896%

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: Student Success Center</p> <p>Need: CAASPP, CAST and STAR Data show that unduplicated pupils score lower in ELA and Math than non-unduplicated pupils.</p> <p>Scope:</p>	The District will provide the Student Success Center for students struggling in reading and math, including unduplicated students, to increase proficiency in ELA and Math.	CAASPP and STAR data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.4	<p>Action: Local Benchmark Assessment Program</p> <p>Need: CAASPP, CAST and STAR Data show that unduplicated pupils score lower in ELA, Math, and Science than non-unduplicated pupils.</p> <p>Scope: LEA-wide</p>	The District will provide the STAR Assessment System for all students, including unduplicated students, to increase proficiency in ELA, Math, Science and Social Studies.	CAASPP, CAST and STAR Data
1.5	<p>Action: Classified Personnel</p> <p>Need: CAASPP, CAST and STAR Data show that unduplicated pupils score lower in ELA, Math, and Science than non-unduplicated pupils.</p> <p>Scope: LEA-wide</p>	The District will provide Highly Qualified Classified Instructional Personnel for all students, including unduplicated students, to increase proficiency in ELA, Math, Science and Social Studies.	CAASPP, CAST and STAR Data.
2.1	<p>Action: CTE Agriculture Program</p> <p>Need: CAASPP, CAST and STAR Data show that unduplicated pupils score lower in ELA, Math, and Science than non-unduplicated pupils.</p> <p>Scope:</p>	The District will provide a CTE Single Subject Credentialed Ag Science Teacher to implement STEM through Agriculture on the School Farm and in the Ag classroom. This will lead to increased ELA, Math, and Science scores for all students, including unduplicated pupils.	CAASPP, CAST and STAR data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	<p>Action: Library media Center</p> <p>Need: CAASPP, CAST and STAR Data show that unduplicated pupils score lower in ELA, Math, and Science than non-unduplicated pupils..</p> <p>Scope: LEA-wide</p>	The District will provide a library media center for all students, including unduplicated students, to increase proficiency in ELA, Math, Science and Social Studies..	CAASPP, CAST and STAR Data
3.7	<p>Action: School Safety Personnel, materials and training</p> <p>Need: Suspension and incident report data show that unduplicated pupils have a higher percentage of suspension and a higher percentage of incident reports on campus compared to non-unduplicated pupils.</p> <p>Scope: LEA-wide</p>	School Safety Personnel, materials and training will lower the percentage of suspensions and lower the number of incident reports on campus for all student groups and also for unduplicated pupils.	Suspension rate data and the data from incident reports.
3.8	<p>Action: School Nurse LVN</p> <p>Need: Nursing log data show that unduplicated pupils have a higher percentage of injury on campus compared to non-unduplicated pupils.</p>	Having an on-site School Nurse will lower the percentage of injury on campus for all student groups, and also for unduplicated pupils.	Pupil injury data in PowerSchool

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.1	Action: Assistant Principal Need: The suspension rate of unduplicated pupils is far higher than the suspension rate of non-unduplicated pupils. Scope: LEA-wide	The Assistant Principal will build relationships with all students, including with unduplicated pupils and be able to intervene and counsel students, including unduplicated pupils before a suspension is warranted.	Suspension rate
4.2	Action: Solution Tree - Transforming School Culture Need: Unduplicated pupils survey data show they feel unconnected to school and feel a lack of a sense of purpose. Scope: LEA-wide	This action will help all students, including unduplicated pupils, find their sense of purpose and belonging at our school.	End of Spring Student survey on campus climate, culture, and sense of connection to the school.
4.3	Action: Conscious Discipline Need: The suspension rate and rate of incident reports of unduplicated pupils is far higher than the suspension rate and rate of incident reports of non-unduplicated pupils.	The implementation of the Conscious Discipline program will build relationships with all students, including unduplicated pupils, and staff and will help all students, including unduplicated students, have a lower rate of incident reports and suspensions.	Suspension rate data and incident reports data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.4	Action: Character Counts Need: The suspension rate of unduplicated pupils is far higher than the suspension rate of non-unduplicated pupils and the rate of incident reports of unduplicated students is far higher than the incident reports of non-unduplicated students. Scope: LEA-wide	The implementation of the Character Counts program will help staff build relationships with all students, including unduplicated pupils, and be able to intervene and counsel all students, including unduplicated pupils, before a suspension is warranted and before an incident report needs to be written.	Suspension rate data and the data from incident reports.
4.5	Action: Let Grow Need: The suspension rate of unduplicated pupils is far higher than the suspension rate of non-unduplicated pupils and the rate of incident reports of unduplicated students is far higher than the incident reports of non-unduplicated students. Scope: LEA-wide	The implementation of the Let Grow program will help all students feel more in control of their education, but will especially help unduplicated pupils feel more in control of their education and have a sense of connectedness to school. The program will reduce suspension rates and reduce the number of incident reports written on all students, including unduplicated pupils.	Suspension rate data and the data from incident reports.

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
4.6	<p>Action: Climate and Culture Implementation Materials and Supplies</p> <p>Need: The suspension rate of unduplicated pupils is far higher than the suspension rate of non-unduplicated pupils and the rate of incident reports of unduplicated students is far higher than the incident reports of non-unduplicated students</p> <p>Scope: LEA-wide</p>	The materials and supplies purchased for the implementation of Character Education programs will help all students feel more in control of their education, but will especially help unduplicated pupils feel more in control of their education and have a sense of connectedness to school. The program will reduce suspension rates and reduce the number of incident reports written on all students, including unduplicated pupils.	Suspension rate data and the data from incident reports.
4.7	<p>Action: Climate and Culture Implementation Travel and Conference</p> <p>Need: The suspension rate of unduplicated pupils is far higher than the suspension rate of non-unduplicated pupils and the rate of incident reports of unduplicated students is far higher than the incident reports of non-unduplicated students</p> <p>Scope: LEA-wide</p>	The costs of travel and conferences to attend training for the implementation of Character Education programs will help all students feel more in control of their education, but will especially help unduplicated pupils feel more in control of their education and have a sense of connectedness to school. The program will reduce suspension rates and reduce the number of incident reports written on all students, including unduplicated pupils.	Suspension rate data and the data from incident reports.
4.8	<p>Action: Edlio Website Hosting</p> <p>Need:</p>	This action will help the parents of all students, including the parents of unduplicated pupils, and it will help all students, including unduplicated pupils, find their sense of connectedness to the school district.	End of Spring Student survey on campus climate, culture, and sense of connection 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>The parents of unduplicated pupils survey data show that parents and students feel unconnected to school and feel a lack of a sense of communication with the school district.</p> <p>Scope: LEA-wide</p>		
4.9	<p>Action: Home to School Communication</p> <p>Need: The parents of unduplicated pupils survey data show that parents and students feel unconnected to school and feel a lack of a sense of communication with the school district.</p> <p>Scope: LEA-wide</p>	This action will help the parents of all students, including the parents of unduplicated pupils, and it will help all students, including unduplicated pupils, find their sense of connectedness to the school district.	End of Spring Student survey on campus climate, culture, and sense of connection to the school.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	<p>Action: ELD Coordinator</p>	The District will provide a Classified Staff Member with a Bachelors Degree to Coordinate English Language Development for English Learner	ELPAC, CAASP, CAST and STAR data.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: CAASPP, CAST and STAR Data show that English Learner pupils score lower in ELA and Math than non-unduplicated pupils.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Students to increase reading fluency and to achieve an ELPAC score that will lead to redesignation to English Fluent.	
1.3	<p>Action: English Language Development Training</p> <p>Need: CAASPP, CAST and STAR Data show that English Learner pupils score lower in ELA and Math than non-unduplicated pupils</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The District will provide a Classified Staff Member with a Bachelors Degree to Coordinate English Language Development for English Learner Students to increase reading fluency and to achieve an ELPAC score that will lead to redesignation to English Fluent.	ELPAC, CAASP, CAST and STAR data.

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.

Goal 1, Action 2: ELD Coordinator. This action provides a dedicated classified Instructor to work alongside the Credentialed Reading Intervention Teacher in the Student Success Center to conduct pull-out English Language Development lessons for our English Learner population. Recently released ELPAC score reports for 2024 show our current services for English Learners are producing improvement in outcomes as our proficiency rate for summative ELPAC rose by nearly 10%. The LEA will continue to provide small group pull-out time with a credentialed teacher that allows targeted instruction in the exact areas in which these students need the most improvement. Measurement: increasing scores on the ELPAC will indicate successful implementation of increased and improved services. 2024 ELPAC scores available to the LEA through TOMS show an increase in ELPAC proficiency indicating this approach is producing desirable results.

Goal 2, Action 3: English Language Development Training through Contracted Title III Consortium Services provided by Tulare County Office of Education. Through training provided to all staff by TCOE, but especially provided to the ELD Coordinator, this training will help the ELD Coordinator to Coordinated English Language Development for English Learner Students to increase their reading fluency and to achieve an ELPAC score that will lead to redesignation to English Fluent.

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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

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	3,429,046	305,048	8.896%	0.000%	8.896%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$618,355.92	\$436,518.84		\$164,660.83	\$1,219,535.59	\$987,423.46	\$232,112.13

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	Student Success Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$106,492.80	\$0.00	\$4,786.52	\$101,706.28			\$106,492.80	
1	1.2	ELD Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 Years	\$26,956.00	\$0.00	\$26,956.00				\$26,956.00	
1	1.3	English Language Development Training	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 Years	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.4	Local Benchmark Assessment Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year	\$0.00	\$8,010.00	\$8,010.00				\$8,010.00	
1	1.5	Classified Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year	\$138,309.00	\$0.00				\$138,309.00	\$138,309.00	
1	1.6	Off-Site Professional Development and Conferences	All	No			All Schools	3 Years	\$0.00	\$8,900.00	\$8,900.00				\$8,900.00	
1	1.7	Learning Director I and II	All	No			All Schools	3 Years	\$23,423.00	\$0.00		\$23,423.00			\$23,423.00	

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	1.8	Imagine Learning Online Learning Platform	All	No			All Schools	3 Years	\$0.00	\$8,900.00	\$8,900.00				\$8,900.00	
2	2.1	CTE Agriculture Program	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$93,584.83	\$0.00	\$67,233.00			\$26,351.83	\$93,584.83	
2	2.2	Library media Center	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$41,485.00	\$0.00	\$41,485.00				\$41,485.00	
2	2.3	TCOE Educational Enrichment Programs	All	No			All Schools	3 Years	\$0.00	\$4,887.00		\$4,887.00			\$4,887.00	
2	2.4	Musical Theater Program	All	No			All Schools	3 Year	\$2,301.00	\$0.00		\$2,301.00			\$2,301.00	
2	2.5	Experiential Learning Program	All	No			All Schools	3 Year	\$0.00	\$35,600.00		\$35,600.00			\$35,600.00	
2	2.6	After School Sports Program	All	No			All Schools 6-8	3 Years	\$13,787.00	\$0.00		\$13,787.00			\$13,787.00	
2	2.7	Expanded Learning Opportunities Program	All	No			All Schools Tk-6	3 Years	\$200,564.27	\$17,836.73		\$218,401.00			\$218,401.00	
2	2.8	Campus Wide Reading Culture Initiative	All	No			All Schools	3 Years								
3	3.1	Curriculum Materials	All	No			All Schools	3 Years	\$0.00	\$18,000.00		\$18,000.00			\$18,000.00	
3	3.2	Classroom Technology	All	No			All Schools	3 Years	\$0.00	\$12,450.00	\$12,450.00				\$12,450.00	
3	3.3	Student Technology	All	No			All Schools		\$0.00	\$3,382.00	\$3,382.00				\$3,382.00	
3	3.4	Campus Technology Support	All	No			All Schools	3 Years	\$47,869.00	\$0.00	\$47,869.00				\$47,869.00	
3	3.5	Digital Monitoring Software	All	No			All Schools	3 Years	\$0.00	\$5,162.00	\$5,162.00				\$5,162.00	

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	3.6	ActVnet Crisis Information Program	All	No			All Schools	3 Years	\$0.00	\$5,340.00	\$5,340.00				\$5,340.00	
3	3.7	School Safety Personnel, materials and training	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$63,926.00	\$0.00	\$63,926.00				\$63,926.00	
3	3.8	School Nurse LVN	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 Years	\$93,281.56	\$0.00	\$74,868.00	\$18,413.56			\$93,281.56	
3	3.9	Counseling/ Social Services	All	No			All Schools	3 Years	\$0.00	\$40,940.00	\$40,940.00				\$40,940.00	
3	3.10	Psychological Services	Students with Disabilities Students with an IEP or a 504	No			All Schools	3 Years	\$0.00	\$20,719.20	\$20,719.20				\$20,719.20	
4	4.1	Assistant Principal	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years	\$135,444.00	\$0.00	\$135,444.00				\$135,444.00	
4	4.2	Solution Tree - Transforming School Culture	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years	\$0.00	\$2,670.00	\$2,670.00				\$2,670.00	
4	4.3	Conscious Discipline	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$12,175.20	\$12,175.20				\$12,175.20	
4	4.4	Character Counts	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		3 Years	\$0.00	\$4,450.00	\$4,450.00				\$4,450.00	
4	4.5	Let Grow	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$890.00	\$890.00				\$890.00	
4	4.6	Climate and Culture Implementation Materials and Supplies	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$4,450.00	\$4,450.00				\$4,450.00	
4	4.7	Climate and Culture Implementation Travel and Conference	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$4,450.00	\$4,450.00				\$4,450.00	
4	4.8	Edlio Website Hosting	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$3,800.00	\$3,800.00				\$3,800.00	
4	4.9	Home to School Communication	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$1,200.00	\$1,200.00				\$1,200.00	
4	4.10	PowerSchool Student Information System	All	No			All Schools	3 Years	\$0.00	\$7,900.00	\$7,900.00				\$7,900.00	

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
3,429,046	305,048	8.896%	0.000%	8.896%	\$456,793.72	0.000%	13.321 %	Total:	\$456,793.72
								LEA-wide Total:	\$429,837.72
								Limited Total:	\$26,956.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Student Success Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,786.52	
1	1.2	ELD Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$26,956.00	
1	1.3	English Language Development Training	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$0.00	
1	1.4	Local Benchmark Assessment Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,010.00	
1	1.5	Classified Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.6	Off-Site Professional Development and Conferences				All Schools	\$8,900.00	
1	1.7	Learning Director I and II				All Schools		

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	Imagine Learning Online Learning Platform				All Schools	\$8,900.00	
2	2.1	CTE Agriculture Program	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$67,233.00	
2	2.2	Library media Center	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$41,485.00	
2	2.3	TCOE Educational Enrichment Programs				All Schools		
2	2.4	Musical Theater Program				All Schools		
2	2.5	Experiential Learning Program				All Schools		
2	2.6	After School Sports Program				All Schools		
2	2.7	Expanded Learning Opportunities Program				All Schools		
2	2.8	Campus Wide Reading Culture Initiative				All Schools		
3	3.1	Curriculum Materials				All Schools		
3	3.2	Classroom Technology				All Schools	\$12,450.00	
3	3.3	Student Technology				All Schools	\$3,382.00	
3	3.4	Campus Technology Support				All Schools	\$47,869.00	
3	3.5	Digital Monitoring Software				All Schools	\$5,162.00	
3	3.6	ActVnet Crisis Information Program				All Schools	\$5,340.00	
3	3.7	School Safety Personnel, materials and training	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$63,926.00	
3	3.8	School Nurse LVN	Yes	LEA-wide	English Learners Foster Youth Low Income		\$74,868.00	
3	3.9	Counseling/ Social Services				All Schools	\$40,940.00	
3	3.10	Psychological Services				All Schools	\$20,719.20	
4	4.1	Assistant Principal	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$135,444.00	
4	4.2	Solution Tree - Transforming School Culture	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$2,670.00	

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 (%)
4	4.3	Conscious Discipline	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$12,175.20	
4	4.4	Character Counts	Yes	LEA-wide	Foster Youth Low Income		\$4,450.00	
4	4.5	Let Grow	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$890.00	
4	4.6	Climate and Culture Implementation Materials and Supplies	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$4,450.00	
4	4.7	Climate and Culture Implementation Travel and Conference	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$4,450.00	
4	4.8	Edlio Website Hosting	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$3,800.00	
4	4.9	Home to School Communication	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,200.00	
4	4.10	PowerSchool Student Information System				All Schools	\$7,900.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,526,174.00	\$1,190,654.16

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	Student Success Center	Yes	\$139,619.00	\$124,847.34
1	1.2	Training in Core Curriculum Programs	No	\$4,560.00	\$4,577.13
1	1.3	Curriculum Adoptions	No	\$18,000.00	\$20,239.08
1	1.4	Learning Director/Coach 1 & 2	No	\$25,328.00	\$21,318.39
1	1.5	English Language Development Training for all Teachers	No	\$0.00	\$0.00
1	1.6	ELD Coordinator	Yes	\$84,422.00	\$18,162.04
1	1.7	Curriculum & Assessment Coordinator	Yes	\$23,704.00	\$19,285.19
1	1.8	Response to Intervention Supplemental Curricular Materials and Programs	Yes	\$37,229.00	\$16,698.62
1	1.9	Response To Intervention Supplemental Curriculum Training	No	\$1,958.00	\$0.00
1	1.10	Classified Personnel	Yes	\$247,436.00	\$225,976.62

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	1.11	Retention of Highly Qualified Teachers	No	\$0.00	\$0.00
1	1.12	Off-Site Training and Conferences	No	\$8,900.00	\$6,992.59
1	1.13	Response to Intervention Core Curriculum Training	No	\$1,000.00	\$3,652.20
1	1.14	Edgenuity Online Learning Platform	No	\$3,954.00	\$0.00
2	2.1	STEM Through Agriculture	No	\$116,982.00	\$87,880.73
2	2.2	Library Media Center	Yes	\$32,904.00	\$28,655.83
2	2.3	Outside Enrichment Opportunities	No	\$4,063.00	\$2,017.07
2	2.4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	No	\$1,780.00	\$295.23
2	2.5	PowerSchool Student Information System	No	\$7,565.00	\$9,229.63
2	2.6	Intrado School Messenger	No	\$1,200.00	\$1,168.12
2	2.7	Office Administrative Assistant & Attendance Clerk	No	\$160,717.00	\$159,151.35
2	2.8	Edlio Website Hosting	No	\$3,800.00	\$3,738.00
2	2.9	Training in Differentiated Instruction and Universal Design for Learning	No	\$0.00	\$0.00

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	2.10	Materials Equipment and Supplies for Electives	No	\$7,657.00	\$0.00
2	2.11	Music Instructor	No	\$98,673.00	\$84,253.68
2	2.12	Experiential Learning Program	No	\$35,600.00	\$0.00
2	2.13	School Attendance Review Board Independent Contractor	No	\$2,670.00	\$262.55
2	2.14	After School Sports Program	No	\$38,806.00	\$0.00
2	2.15	Expanded Learning Opportunities Program		\$209,606.00	193,781.31
2	2.16	Campus Wide Reading Culture Initiative	No	\$4,450.00	\$913.74
3	3.1	Counseling/ Social Services	No	\$22,250.00	\$20,400.19
3	3.2	Chromebooks, Tablets and WiFi Devices for Students	No	\$30,800.00	\$29,061.74
3	3.3	Teacher/Classroom Technology	No	\$12,450.00	\$10,680.71
3	3.4	Support Staff Professional Development in De-Escalation Strategies	No		
3	3.5	School Safety Personnel, Materials and Training	No	\$31,044.00	\$31,791.50
3	3.6	Campus Technology Support	No	\$35,511.00	\$1,703.22
3	3.7	After School Learning Hub	No	\$0.00	\$0.00

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)
3	3.8	School Nurse LVN	Yes	\$50,354.00	\$59,450.78
3	3.9	Digital Monitoring Software	No	\$5,162.00	\$4,469.58
3	3.10	ActVnet Crisis Information Program	No	\$5,340.00	\$0.00
3	3.11	Junior High Bathroom Modification	No	\$10,680.00	\$0.00

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)
	\$326,846.00	\$253,527.00	\$73,319.00	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	Student Success Center	Yes	\$20,008.00	\$7,399		
1	1.6	ELD Coordinator	Yes	\$84,422.00	\$18,162		
1	1.7	Curriculum & Assessment Coordinator	Yes	\$23,704.00	\$21,128		
1	1.8	Response to Intervention Supplemental Curricular Materials and Programs	Yes	\$19,000.00	\$16,698		
1	1.10	Classified Personnel	Yes	\$96,454.00	\$91,696		
2	2.2	Library Media Center	Yes	\$32,904.00	\$32,470		
3	3.8	School Nurse LVN	Yes	\$50,354.00	\$65,974		

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)
			0.000%	\$253,527.00	0.000%	0.000%	\$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).

California Department of Education
November 2023



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.6 Approve the 2024-2025 Consolidated Application for Federal Funding

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

2024–25 Application for Funding

Required fields are denoted with an asterisk (*).

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:

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:

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

☐ No ☒ Yes
- * Title II, Part A (Supporting Effective Instruction):
ESEA Sec. 2104
SACS 4035

☐ No ☒ Yes
- Title II, Part A funds used through the Alternative Fund Use Authority (AFUA):
Section 5211 of ESEA

☒ No ☐ Yes
- * Title III English Learner:
ESEA Sec. 3102
SACS 4203

☐ No ☒ Yes
- * Title III Immigrant:
ESEA Sec. 3102
SACS 4201

☒ No ☐ Yes
- * Title IV, Part A (Student and School Support):
ESSA Sec. 4101
SACS 4127

☐ No ☒ Yes
- Title IV, Part A funds used through the Alternative Fund Use Authority (AFUA):
Section 5211 of ESEA

☒ No ☐ Yes
- Title V, Part B Subpart 1 Small, Rural School Achievement Grant:
ESSA Sec. 5211 SACS 5810

☒ No ☐ Yes
- Title V, Part B Subpart 2 Rural and Low-Income Grant:
ESSA Sec. 5221 SACS 4126

☐ No ☒ Yes

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2024–25 Application for Funding

Required fields are denoted with an asterisk (*).

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:

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:

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

☐ No ☒ Yes
- * Title II, Part A (Supporting Effective Instruction):
ESEA Sec. 2104
SACS 4035

☐ No ☒ Yes
- Title II, Part A funds used through the Alternative Fund Use Authority (AFUA):
Section 5211 of ESEA

☒ No ☐ Yes
- * Title III English Learner:
ESEA Sec. 3102
SACS 4203

☐ No ☒ Yes
- * Title III Immigrant:
ESEA Sec. 3102
SACS 4201

☒ No ☐ Yes
- * Title IV, Part A (Student and School Support):
ESSA Sec. 4101
SACS 4127

☐ No ☒ Yes
- Title IV, Part A funds used through the Alternative Fund Use Authority (AFUA):
Section 5211 of ESEA

☒ No ☐ Yes
- Title V, Part B Subpart 1 Small, Rural School Achievement Grant:
ESSA Sec. 5211 SACS 5810

☒ No ☐ Yes
- Title V, Part B Subpart 2 Rural and Low-Income Grant:
ESSA Sec. 5221 SACS 4126

☐ No ☒ Yes

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SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.7 Approve the 2024-2025 District LCAP Federal Addendum

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year

2024

Date of Board Approval

June 20, 2024

LEA Name

Sequoia Union Elementary School District

CDS Code:

54 72116 0134973

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A
Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)



In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template**.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development**. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Goal #1: All students will increase achievement in Mathematics, English Language Arts and Science through targeted and comprehensive academic support. (State Priorities 2, 4 & 7).

Goal #2: Sequoia Union Elementary School District will partner with parents to provide an educational experience that enriches and engages students providing them with the tools and experience they need to reach their full potential as independent lifelong learners. (State Priorities 3, 5, & 6).

Goal #3: Sequoia Union Elementary School District will maintain a physically safe and supportive environment where students and teachers have the material, technological and health related resources necessary for successful teaching and learning. (State Priorities 1, & 6).

Goal #4 Sequoia Union Elementary School District will partner with parents, students and community members to improve communication and school climate, creating a positive learning environment where educational partners treat each other with respect and work together toward common goals in a cycle of continuous improvement. (State Priorities 3, 6, & 8).

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The District will work to ensure that all federal funds are used in a manner that supports the growth of all students including Unduplicated Pupils. Use of federal, state and local funds are reviewed by staff, School Site Council members, Parents, and School Board Members each year through the LCAP Engaging Educational Partners process. Federal and State funds will be used as required as to ensure that Unduplicated Pupils - English Learners, Socioeconomically Disadvantaged, and Homeless/Foster Youth are receiving an appropriate education that supports both their academic and social growth. Programs include, but are not limited to the following:

1. Web-based Supplemental Intervention Programs for the whole school
2. Classified Staff performing small group and one on one support
4. Focused supports for students performing below grade level through our pull-out intervention program
5. Focused support for English Language Learners through small group work with our ELD Coordinator

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Sequoia Union Elementary School District utilize the designation of students who qualify for Free and Reduced Price Lunch through the National School Lunch Program as the criteria for students being a part of the Title I services.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

- 1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
- 2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sequoia Union Elementary School District provides two Learning Directors who serves as mentors/coaches to support new teachers as they progress through their required induction programs. In addition, the LEA provides time for professional development, professional learning communities, and team collaboration each Wednesday afternoon. Students are on a minimum day schedule each Wednesday in order to allow a two and a half hour block of dedicated time for teacher growth and improvement. Examples of typical Wednesday professional development activities for the 2024-2025 school year will include: a monthly session with the Tulare County Office of Education Title III ELD Consortium consultant to assist teachers in developing, implementing and refining their instructional skills in both Designated and Integrated ELD; and sessions provided by our Learning Director to assist teachers with the development of curriculum maps and pacing guides. In addition, teachers are offered opportunities to attend off-site trainings and conferences allowing them the chance to network with educational professionals from different schools and learn skills specific to their concentration, grade level, or area of need. Teachers who attend off-site conferences are encouraged to share their newly acquired knowledge and skills by providing a presentation or training for their colleagues back on campus.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
------	------------

Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Sequoia Union Elementary School District has a history and culture of high levels of engagement with parents and community members. Our active Parent's Guild, consisting of our Parent Teacher Club and Sports Boosters works with the district to hold events and activities throughout the year that are both engaging and educational. This groups raises upwards of \$40,000 each year to provide an experiential learning program for students allowing them to explore and apply academic concepts outside of a campus environment.

In addition to working hand in hand with the Parents Guild, the district administration is readily available to parents and community members in person, by phone and by email. Regular meetings of the School Board, Site Council and other advisory groups are posted and open to the public for participation and comment. Special focus sessions allowing for LCAP feedback from different educational partners are held throughout the year. An annual survey is sent out to educational partners eliciting feedback on school programs and culture each spring. The results of these surveys are presented to the public at School Board, School Site Council and staff meetings.

Several events are held throughout the school year to welcome families, recognize academic achievement and celebrate the performing arts. These events allow parents and community members to engage with the school, show what their students are learning, and provide an opportunity for them to participate in the educational program.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The School Site Council which serves as the LEA Parent Advisory Committee (PAC) and the English Learner Advisory Council (ELAC) reviews, updates and approves the Parent Involvement Policy each year. Parents meet with teachers one-on-one each October and more frequently by parent or teacher request. Teachers communicate with parents about their child's progress via class websites, email and other electronic means such as ClassDoJo or the Remind app. The LEA maintains an up to date website and communicates with parents via email, text and phone "blasts" using the Instant Messenger application. Parents of students in grades 6-8 have access to the student information system's parent portal to monitor their students' grades and assignments. Sequoia Union employs an EL Coordinator who serves as translator for parent conferences and Instant Messenger communications. In addition, the EL Coordinator fosters relationships with Spanish-speaking families providing support through home visits and working to connect families with needed services within the community. Back to School Night and Open House are held each fall and spring giving parents an opportunity

to come to campus, meet with teachers and other parents and discuss student expectations and view progress made toward educational goals.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

The LEA conducts Targeted Support Programs that generally take the form of push in and pull out interventions conducted by paraprofessionals, special education teachers, intervention specialists, and the EL Coordinator.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students eligible for Title I Targeted Support programs are identified via local benchmarks, currently Renaissance STAR, and state level achievement tests such as CAASPP and ELPAC. In addition, students with 504 and Individualized Education Plans are identified with the help of teachers, parents, the school psychologist and speech therapist. Once identified, these students receive services from a robust roster of paraprofessionals on our campus. These aids provide both push in and pull out services to assist students with basic skills and provide assistance in grasping new concepts. In addition to services provided by paraprofessionals the 2024-2025 LCAP provides for additional assistance for English Language Learners. The English Language Development Coordinator conducts intensive small group work with students identified in CALPADS as English Learners. The EL Coordinator maintains relationships with Spanish speaking families, helps manage yearly initial and summative ELPAC testing as well as the process of redesignating students. Through all of these job duties the EL Coordinator is able to monitor and identify based on information from families, ELPAC test scores and feedback from teachers which students are in need of additional support, and how students are progressing in their English acquisition.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

In general, any records accompanying the enrollment of a foster child are reviewed to determine how best to meet the needs of the student. Foster parents are consulted for additional background and open lines of communication are established to ensure foster parents are informed of actions that will be taken to support the student both academically and socially. This effort is accomplished through a team that includes the Foster Youth Liaison, Mental Health Wellness Triage Grant Social Worker, School Psychologist, classroom teacher and superintendent/principal.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

At Sequoia Union, we strongly advocate for all our students. We work with students and parents as they transition from grade to grade.

We discuss the changes in expectations with parents for their children as they transition into upper grade academic levels.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA cooperates with our feeder high school in Exeter to make sure students entering high school from Sequoia Union are properly placed and prepared for what is expected of them in high school. Each year our eighth grade teachers complete a set of forms for each outgoing eighth grade student containing test score information and suggestions from current teachers about high school placement. This cooperation ensures that students will be placed in the proper set of courses upon entry into high school. In addition, each spring Sequoia Union participates in Exeter High School's eighth grade visitation day where students are bussed to the high school campus to receive tours and information about academics and extracurricular activities that will be available to them in the fall.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA uses a battery of tests and teacher observations to meet the varying needs of all students. We use Renaissance STAR, the state interim tests, and CAASPP performance to help determine where each student is academically. We conduct Professional Development and Professional Learning Community Meetings to further promote our teaching staff's ability to meet the diverse needs/capabilities of our student population. We participate in many county sponsored academic programs and activities such as Reading Revolution and National History Day to give our gifted and talented students a chance to exercise their advanced skill set. Our Library Media Services Coordinator works in concert with our Student Success Center to support teachers in the classroom, provide focused individual and small group support and expand students' access to written and digital materials that can broaden their interests and increase academic engagement and achievement. We have also incorporated Internet based programing that provides independent, challenging programs for each student, meeting them where they are in their academic journey.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Sequoia Union Elementary School District provides two Learning Directors who serves as mentors/coaches to support new teachers as they progress through their required induction programs. In addition, the LEA provides time for professional development, professional learning communities, and team collaboration each Wednesday afternoon. Students are on a minimum day schedule each Wednesday in order to allow a two and a half hour block of dedicated time for teacher growth and improvement. Examples of typical Wednesday professional development activities for the 2024-2025 school year will include: ; a monthly session with the Tulare County Office of Education Title III ELD Consortium consultant to assist teachers in developing, implementing and refining their instructional skills in both Designated and Integrated ELD; and sessions provided by our Learning Director to assist teachers with the development of curriculum maps and pacing guides. In addition, teachers are offered opportunities to attend off-site trainings and conferences allowing them the chance to network with educational professionals from different schools and learn skills specific to their concentration, grade level, or area of need. Teachers who attend off-site conferences are encouraged to share their newly acquired knowledge and skills by providing a presentation or training for their colleagues back on campus.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The need to implement a model of continuous professional improvement on our campus is recognized in our LCAP. The Learning Director positions provide a much needed administrative support role to our single administrator on campus, giving more time and attention to the responsibility of monitoring the professional growth of our teachers. The Learning Director's possess an Administrative Credential and understand how to use data and observation to evaluate where a teacher is in his or her practice and collaboratively develop goals for each individual's growth. In addition, both self and peer evaluation tools will be used to reflect and identify strengths and room for growth. A program of peer observation and model lesson demonstration is also planned so that educators can learn from their colleagues.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sequoia Union Elementary School District participates in the Tulare County Office of Education Title III Consortium. Any Title III funds awarded to the LEA go directly to the Consortium which then provides Title III services to the District. The consortium provides professional development that begins with assessing the needs of the site. Assessing needs may include looking at ELPAC Data, examining supports and features in curriculum used at the site, evaluating the structures currently in place to support English Learners, and classroom walkthroughs and observations. Once an assessment as to the needs of our site is made, the consortium can begin to provide professional learning based on those needs. Topics may include understanding ELD standards, understanding and implementing Integrated and Designated ELD, and lesson planning. Once professional learning has been provided, the consortium consultant can then provide classroom coaching and support, and progress monitoring of the development of language proficiency at our site.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Access to the Student Success Center (SSC), English Language Development coordinator and additional technology provided to EL students in the form of wifi and computers/tablets provided by the district for use in the home.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The consortium will work with the LEA to help teachers develop a clear understanding and implementation of Integrated and Designated ELD with the goal of Designated ELD time provided to all English Learners each day. Teachers will work to provide Integrated ELD throughout their daily instruction to give additional support to English Learners working to understand the content. The EL Coordinator will work with the consortium to improve the effectiveness of Designated ELD time receiving coaching in both pedagogy and applied strategies. Consortium consultants will work with the LEA to provide ongoing coaching and support in the LEA's implementation of effective programs and activities.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The consortium will assist the district in using CAASPP and ELPAC results to identify instructional goals for English learners. Consultants will assist teachers in creating action steps to take with each English learner and show them how to monitor that learner's progress. In the case of our district, the consortium consultant will also work with intervention staff to assist those personnel in understanding and meeting the unique needs of English Learners in an intervention context. Working together the EL Coordinator, the classroom teacher and the intervention staff will provide a support team to English Learners that will help them to increase their language acquisition and academic achievement.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We are not partnering with any institutions for the purposes of Title IV. We are utilizing the federal transfer-ability option to move funds to Title I Part A for allowable use. We are not using Title IV funds for activities related to supporting well-rounded education under Section 4107, but we are utilizing the federal transfer-ability to move funds to Title I Part A for allowable use. We are not using Title IV funds for activities related to supporting safe and healthy students under Section 4108, but we are utilizing the federal transfer-ability to move funds to Title I Part A for allowable use. We are not using Title IV funds for activities related to supporting the effective use of technology in schools under Section 4109, but we are utilizing the federal transfer-ability to move funds to Title I Part A for allowable use.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.8 Approve the 2024-2025 Charter LCAP Federal Addendum

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

School Year

2024

Date of Board Approval

June 20, 2024

LEA Name

Sequoia Union Elementary Charter School
and Sequoia Union Elementary School
District

CDS Code:

54-72116-6054340

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template**.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development**. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Goal #1: All students will increase achievement in Mathematics, English Language Arts and Science through targeted and comprehensive academic support. (State Priorities 2, 4 & 7).

Goal #2: Sequoia Union Elementary School District will partner with parents to provide an educational experience that enriches and engages students providing them with the tools and experience they need to reach their full potential as independent lifelong learners. (State Priorities 3, 5, & 6).

Goal #3: Sequoia Union Elementary School District will maintain a physically safe and supportive environment where students and teachers have the material, technological and health related resources necessary for successful teaching and learning. (State Priorities 1, & 6).

Goal #4 Sequoia Union Elementary School District will partner with parents, students and community members to improve communication and school climate, creating a positive learning environment where educational partners treat each other with respect and work together toward common goals in a cycle of continuous improvement. (State Priorities 3, 6, & 8).

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The District will work to ensure that all federal funds are used in a manner that supports the growth of all students including Unduplicated Pupils. Use of federal, state and local funds are reviewed by staff, School Site Council members, Parents, and School Board Members each year through the LCAP Engaging Educational Partners process. Federal and State funds will be used as required as to ensure that Unduplicated Pupils - English Learners, Socioeconomically Disadvantaged, and Homeless/Foster Youth are receiving an appropriate education that supports both their academic and social growth. Programs include, but are not limited to the following:

1. Web-based Supplemental Intervention Programs for the whole school
2. Classified Staff performing small group and one on one support
4. Focused supports for students performing below grade level through our pull-out intervention program
5. Focused support for English Language Learners through small group work with our ELD Coordinator

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Sequoia Union Elementary Charter School and the Sequoia Union Elementary School District utilize the designation of students who qualify for Free and Reduced Price Lunch through the National School Lunch Program as the criteria for students being a part of the Title I services.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

- 1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
- 2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sequoia Union Elementary School District provides two Learning Directors who serves as mentors/coaches to support new teachers as they progress through their required induction programs. In addition, the LEA provides time for professional development, professional learning communities, and team collaboration each Wednesday afternoon. Students are on a minimum day schedule each Wednesday in order to allow a two and a half hour block of dedicated time for teacher growth and improvement. Examples of typical Wednesday professional development activities for the 2024-2025 school year will include: a monthly session with the Tulare County Office of Education Title III ELD Consortium consultant to assist teachers in developing, implementing and refining their instructional skills in both Designated and Integrated ELD; and sessions provided by our Learning Director to assist teachers with the development of curriculum maps and pacing guides. In addition, teachers are offered opportunities to attend off-site trainings and conferences allowing them the chance to network with educational professionals from different schools and learn skills specific to their concentration, grade level, or area of need. Teachers who attend off-site conferences are encouraged to share their newly acquired knowledge and skills by providing a presentation or training for their colleagues back on campus.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
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Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Sequoia Union Elementary School District has a history and culture of high levels of engagement with parents and community members. Our active Parent's Guild, consisting of our Parent Teacher Club and Sports Boosters works with the district to hold events and activities throughout the year that are both engaging and educational. This groups raise upwards of \$40,000 each year to provide an experiential learning program for students allowing them to explore and apply academic concepts outside of a campus environment.

In addition to working hand in hand with the Parents Guild, the district administration is readily available to parents and community members in person, by phone and by email. Regular meetings of the School Board, Site Council and other advisory groups are posted and open to the public for participation and comment. Special focus sessions allowing for LCAP feedback from different educational partners are held throughout the year. An annual survey is sent out to educational partners eliciting feedback on school programs and culture each spring. The results of these surveys are presented to the public at School Board, School Site Council and staff meetings.

Several events are held throughout the school year to welcome families, recognize academic achievement and celebrate the performing arts. These events allow parents and community members to engage with the school, show what their students are learning, and provide an opportunity for them to participate in the educational program.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The School Site Council which serves as the LEA Parent Advisory Committee (PAC) and the English Learner Advisory Council (ELAC) reviews, updates and approves the Parent Involvement Policy each year. Parents meet with teachers one-on-one each October and more frequently by parent or teacher request. Teachers communicate with parents about their child's progress via class websites, email and other electronic means such as ClassDoJo or the Remind app. The LEA maintains an up to date website and communicates with parents via email, text and phone "blasts" using the Instant Messenger application. Parents of students in grades 6-8 have access to the student information system's parent portal to monitor their students' grades and assignments. Sequoia Union employs an EL Coordinator who serves as translator for parent conferences and Instant Messenger communications. In addition, the EL Coordinator fosters relationships with Spanish-speaking families providing support through home visits and working to connect families with needed services within the community. Back to School Night and Open House are held each fall and spring giving parents an opportunity

to come to campus, meet with teachers and other parents and discuss student expectations and view progress made toward educational goals.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

The LEA conducts Targeted Support Programs that generally take the form of push in and pull out interventions conducted by paraprofessionals, special education teachers, intervention specialists, and the EL Coordinator.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students eligible for Title I Targeted Support programs are identified via local benchmarks, currently Renaissance STAR, and state level achievement tests such as CAASPP and ELPAC. In addition, students with 504 and Individualized Education Plans are identified with the help of teachers, parents, the school psychologist and speech therapist. Once identified, these students receive services from a robust roster of paraprofessionals on our campus. These aids provide both push in and pull out services to assist students with basic skills and provide assistance in grasping new concepts. In addition to services provided by paraprofessionals the 2024-2025 LCAP provides for additional assistance for English Language Learners. The English Language Development Coordinator conducts intensive small group work with students identified in CALPADS as English Learners. The EL Coordinator maintains relationships with Spanish speaking families, helps manage yearly initial and summative ELPAC testing as well as the process of redesignating students. Through all if these job duties the EL Coordinator is able to monitor and identify based on information from families, ELPAC test scores and feedback from teachers which students are in need of additional support, and how students are progressing in their English acquisition.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

In general, any records accompanying the enrollment of a foster child are reviewed to determine how best to meet the needs of the student. Foster parents are consulted for additional background and open lines of communication are established to ensure foster parents are informed of actions that will be taken to support the student both academically and socially. This effort is accomplished through a team that includes the Foster Youth Liaison, Mental Health Wellness Triage Grant Social Worker, School Psychologist, classroom teacher and superintendent/principal.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

At Sequoia Union, we strongly advocate for all our students. We work with students and parents as they transition from grade to grade.

We discuss the changes in expectations with parents for their children as they transition into upper grade academic levels.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA cooperates with our feeder high school in Exeter to make sure students entering high school from Sequoia Union are properly placed and prepared for what is expected of them in high school. Each year our eighth grade teachers complete a set of forms for each outgoing eighth grade student containing test score information and suggestions from current teachers about high school placement. This cooperation ensures that students will be placed in the proper set of courses upon entry into high school. In addition, each spring Sequoia Union participates in Exeter High School's eighth grade visitation day where students are bussed to the high school campus to receive tours and information about academics and extracurricular activities that will be available to them in the fall.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA uses a battery of tests and teacher observations to meet the varying needs of all students. We use Renaissance STAR, the state interim tests, and CAASPP performance to help determine where each student is academically. We conduct Professional Development and Professional Learning Community Meetings to further promote our teaching staff's ability to meet the diverse needs/capabilities of our student population. We participate in many county sponsored academic programs and activities such as Reading Revolution and National History Day to give our gifted and talented students a chance to exercise their advanced skill set. Our Library Media Services Coordinator works in concert with our Student Success Center to support teachers in the classroom, provide focused individual and small group support and expand students' access to written and digital materials that can broaden their interests and increase academic engagement and achievement. We have also incorporated Internet based programing that provides independent, challenging programs for each student, meeting them where they are in their academic journey.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Sequoia Union Elementary School District provides a Learning Director who serves as mentor/coach to support new teachers as they progress through their required induction programs. In addition, the LEA provides time for professional development, professional learning communities, and team collaboration each Wednesday afternoon. Students are on a minimum day schedule each Wednesday in order to allow a two and a half hour block of dedicated time for teacher growth and improvement. Examples of typical Wednesday professional development activities for the 2024-2025 school year will include: a monthly session with a consultant for the district adopted ELA program meant to help new and existing teachers become familiar with, and make the most of, the components of the ELA program; a monthly session with the Tulare County Office of Education Title III ELD Consortium consultant to assist teachers in developing, implementing and refining their instructional skills in both Designated and Integrated ELD; and sessions provided by our Learning Director to assist teachers with the development of curriculum maps and pacing guides. In addition, teachers are offered opportunities to attend off-site trainings and conferences allowing them the opportunity to network with educational professionals from different schools and learn skills specific to their concentration, grade level, or area of need. Teachers who attend off-site conferences are encouraged to share their newly acquired knowledge and skills by providing a presentation or training for their colleagues back on campus.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The need to implement a model of continuous professional improvement on our campus is recognized in our LCAP. The Learning Director positions provide a much needed administrative support role to our single administrator on campus, giving more time and attention to the responsibility of monitoring the professional growth of our teachers. The Learning Director's possess an Administrative Credential and understand how to use data and observation to evaluate where a teacher is in his or her practice and collaboratively develop goals for each individual's growth. In addition, both self and peer evaluation tools will be used to reflect and identify strengths and room for growth. A program of peer observation and model lesson demonstration is also planned so that educators can learn from their colleagues.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sequoia Union Elementary Charter School participates in the Tulare County Office of Education Title III Federal Addendum Consortium. Any Title III funds awarded to the LEA go directly to the consortium which then provides Title III services to the district. The consortium provides professional development that begins with assessing the needs of the site. Assessing needs may include looking at ELPAC Data, examining supports and features in curriculum used at the site, evaluating the structures currently in place to support English Learners, and classroom walkthroughs and observations. Once an assessment as to the needs of our site are made, the consortium can begin to provide professional learning based on those needs. Topics may include understanding ELD standards, understanding and implementing Integrated and Designated ELD, and lesson planning. Once professional learning has been provided, the consortium consultant can then provide classroom coaching and support, and progress monitoring of the development of language proficiency at our site.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Access to the Student Success Center (SSC), Rosetta Stone software, ELD coordinator.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The consortium will work with the LEA to help teachers develop a clear understanding and implementation of Integrated and Designated ELD with the goal of Designated ELD time provided to all English Learners each day. Teachers will work to provide Integrated ELD throughout their daily instruction to give additional support to English Learners working to understand the content. The ELD Coordinator will work with the consortium to improve the effectiveness of Designated ELD time receiving coaching in both pedagogy and applied strategies. Consortium consultants will work with the LEA to provide ongoing coaching and support in the LEA's implementation of effective programs and activities.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The consortium will assist the district in using CAASPP and ELPAC results to identify instructional goals for EL students. Consultants will assist teachers in creating action steps to take with each English Learner and show them how to monitor that learner's progress. In the case of our district, the consortium consultant will also work with RTI staff to assist those personnel in understanding and meeting the unique needs of English Learners in an intervention context. Working together the ELD Coordinator, the classroom teacher and the intervention staff will provide a support team to English Learners that will help them to increase their language acquisition and academic achievement.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We are not partnering with any institutions for the purposes of Title IV. We are utilizing the federal transfer-ability option to move funds to Title I Part A for allowable use. We are not using Title IV funds for activities related to supporting well-rounded education under Section 4107, but we are utilizing the federal transfer-ability to move funds to Title I Part A for allowable use. We are not using Title IV funds for activities related to supporting safe and healthy students under Section 4108, but we are utilizing the federal transfer-ability to move funds to Title I Part A for allowable use. We are not using Title IV funds for activities related to supporting the effective use of technology in schools under Section 4109, but we are utilizing the federal transfer-ability to move funds to Title I Part A for allowable use.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.9 Approve the Board Resolution 2023-24-011 on the Spending Determination for Funds Received from the Education Protection Account (EPA)

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

**BEFORE THE BOARD OF TRUSTEES
OF THE SEQUOIA UNION ELEMENTARY SCHOOL DISTRICT
TULARE COUNTY, STATE OF CALIFORNIA**

In the Matter of the Spending Determination
for Funds Received from the Education
Protection Account pursuant to Article XIII,
Section 36 of the California Constitution
2024-25 Fiscal Year

RESOLUTION No. 2023-24-011

RECITALS

1. The voters approved Proposition 30 on November 6, 2012;
2. Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;
3. The provisions of Article XIII, Section 36(e) create in the state General Fund an Educational Protection Account to receive and disburse the revenues derived from the incremental increases in taxes by Article XIII, Section 36(f);
4. Before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;
5. If the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;
6. All monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;
7. Monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;
8. A community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

9. The governing board of the district shall make the spending determination with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;
10. The monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;
11. Each community college district, county office of education, school district and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent;
12. The annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;
13. Expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. The above recitals are true and correct;
2. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent for the 2024-25 fiscal year shall be made in open session of a public meeting of the governing board of Sequoia Union Elementary School District;
3. In compliance with Article XIII, Section 36(e) of the California Constitution, the governing board of the Sequoia Union Elementary School District has determined to spend the monies received from the Education Protection Account for the 2024-25 fiscal year as attached;
4. Upon finalizing financial data for the fiscal year, the District Superintendent, or designee, is hereby directed to immediately publish on the district's Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

THE FOREGOING RESOLUTION was adopted upon motion by Trustee _____,
seconded by Trustee _____, at a regular/special meeting held on June 20, 2024, by the
following vote:

AYES:

NOES:

ABSENT:

I, Lane Anderson, secretary of the governing board of the Sequoia Union Elementary School District, do hereby certify that the foregoing Resolution was duly passed and adopted by said Board, at an official and public meeting thereof, this 20 day of June, 2024.

Date:

Secretary, Board of Trustees



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.10 Approve the TCOE Agency Agreement for Mental Health Services

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

Tulare County
Office of Education
Committed to Students, Support & Service

Tim A. Hire
*County
Superintendent
of Schools*

P.O. Box 5091
Visalia, California
93278-5091

(559) 733-6300
tcoe.org

Administration
(559) 733-6301
fax (559) 627-5219

Business Services
(559) 733-6474
fax (559) 737-4378

Human Resources
(559) 733-6306
fax (559) 627-4670

Instructional Services
(559) 302-3633
fax (559) 739-0310

Special Services
(559) 730-2910
fax (559) 730-2511

Main Locations

**Administration
Building & Conference
Center**
6200 S. Mooney Blvd.
Visalia

Doe Avenue Complex
7000 Doe Ave.
Visalia

**Liberty Center/
Planetarium &
Science Center**
11535 Ave. 264
Visalia

May 30, 2024

Sequoia Union School District
PO Box 44260
Lemon Cove, CA 93244

Mr. Ken Horn ,

Attached is your Memorandum of Understanding t for 2024 - 25 from
Behavioral Health Services.

Please sign and return either by e-mail or by mail to:

E-mail: karla.doyer@tcoe.org

OR

Mail: Tulare County Office of Education
Attn: Karla Doyer, Purchasing & Agreements Manager
P.O. Box 5091
Visalia, Ca 93278-5091

Please feel free to contact me if you have any questions. Thank you.

Sincerely,

Karla Doyer

Karla Doyer

Purchasing & Agreements Manager | 559-302-3729 | karla.doyer@tcoe.org

M25011
RECEIVED
MAY 23 2024
Internal
Business

**MEMORANDUM OF UNDERSTANDING
BETWEEN
TULARE COUNTY SUPERINTENDENT OF SCHOOLS
AND
SEQUOIA UNION SCHOOL DISTRICT**

THIS MEMORANDUM OF UNDERSTANDING (MOU) is entered into as of August 1, 2024, between the Tulare County Superintendent of Schools, referred to as SUPERINTENDENT and Sequoia Union Elementary, referred to as Sequoia Union School District; wish to provide services as described in the attached SCOPE OF SERVICES.

ACCORDINGLY, IT IS AGREED:

1. TERM: This MOU shall become effective as of August 1, 2024 and shall expire on June 30, 2025.
2. SERVICES: The parties shall each be responsible for the items listed in the attached SCOPE OF SERVICES.
3. INDEMNIFICATION: SUPERINTENDENT and DISTRICT shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of SUPERINTENDENT or DISTRICT or their agents, officers and employees under this MOU. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this MOU, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this MOU, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this MOU as to any acts or omissions occurring under this MOU or any extension of this MOU.
4. TERMINATION: Either party may terminate this MOU without cause by giving thirty (30) written notice to the other party.

THE PARTIES, having read and considered the above provisions, indicate their acceptance of this Memorandum of Understanding by their authorized signatures below.

DISTRICT:
Ken Horn
Superintendent
23958 Avenue 324
P.O. Box 44260
Lemon Cove CA, 93244-4260

SUPERINTENDENT
Tim A. Hire
Superintendent of Schools
Tulare County Office of Education
P.O. Box 5091
Visalia CA 93278-5091

By: _____

By:  _____

Date: _____

Date:  _____

TCOE Program Information

Contact Person & Phone #: Mary Xavier, LCSW 559-730-2969

Please return an original copy to Tulare County Office of Education
Attn: Internal Business Services Secretary
PO Box 5091
Visalia, CA 93278-5091

SCOPE OF SERVICES

1. RESPONSIBILITY OF SUPERINTENDENT:

One (1) day of Mental Wellness Services per week for 37 weeks during the 2024-2025 school year.

- On-site school and district trainings regarding student mental wellness (i.e. Mental health, suicide prevention, etc.)
- Quarterly reports regarding the delivery of services and trainings available upon request
- Annual data report on progress and annual outcomes of the service will be provided, which can be delivered to the school board and site administrators
- Licensed Mental Health Professional will oversee clinical practices of Mental Health Professional
- Administrative and clinical support
- Data collection and analysis TCOE BHS Contracted Mental Health Professional Services Include:
- Staff and Parent Trainings
- Brief Mental Health Support
- Interim Mental Health Support (pending referral to outside provider)
- Crisis Support
- SARB Support
- Administration/School Staff/Classroom Consultation and Support
- Family Outreach and Support
- Community Linkage
- Student Groups (e.g., Social Skills, Anger Management, Friendship/Anti-bullying, Social Emotional Learning, Girls Circle, Mindfulness)

2. RESPONSIBILITY OF DISTRICT:

Site Administration is committed to the integration of Mental Wellness Services for academic year 2024-2025 at ***Sequoia Union School District***

- Mental Health Professional will have district internet/server access.
- Mental Health Professional will have access to confidential space to meet with students.
- Mental Health Professional will participate in School District Professional learning Communities
- District school psychologist, administrators, school counselors will collaborate with Mental Health Professional
- Initial administrators meeting (e.g., DOSE, Principal, Clinical Supervisor, Mental Health Professional)
- Provide pertinent data for identified students (e.g., demographics, attendance, suspensions, and academics)

Tulare County Office of Education

Committed to Students, Support & Service

Tim A. Hire
*County
Superintendent
of Schools*

P.O. Box 5091
Visalia, California
93278-5091

(559) 733-6300
tcoe.org

Administration
(559) 733-6301
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(559) 733-6474
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Human Resources
(559) 733-6306
fax (559) 627-4670

Instructional Services
(559) 302-3633
fax (559) 739-0310

Special Services
(559) 730-2910
fax (559) 730-2511

Main Locations

**Administration
Building & Conference
Center**
6200 S. Mooney Blvd.
Visalia

Doe Avenue Complex
7000 Doe Ave.
Visalia

**Liberty Center/
Planetarium &
Science Center**
11535 Ave. 264
Visalia

May 23, 2024

Sequoia Union School District
PO Box 44260
Lemon Cove, CA 93244

Mr. Ken Horn ,

Attached is your Agency Agreement for 2024-25 from Behavioral Health Services.

Please sign and return either by e-mail or by mail to:

E-mail: karla.doyer@tcoe.org

OR

Mail: Tulare County Office of Education
Attn: Karla Doyer, Purchasing & Agreements Manager
P.O. Box 5091
Visalia, Ca 93278-5091

Please feel free to contact me if you have any questions. Thank you.

Sincerely,

Karla Doyer

Karla Doyer

Purchasing & Agreements Manager | 559-302-3729 | karla.doyer@tcoe.org

SCOPE OF SERVICES - EXHIBIT A

1. RESPONSIBILITIES OF DISTRICT:

(Please provide a detailed description of services and deliverables to be provided by Sequoia Union School District..)

Site Administration is committed to the integration of Mental Wellness Services for academic year 2024-2025 at Sequoia Union School District.

- Mental Health Professional will have district internet/server access.
- Mental Health Professional will have access to confidential space to meet with students.
- Mental Health Professional will participate in School District Professional Learning Communities
- District school psychologist, administrators, school counselors will collaborate with Mental Health Professional
- Initial administrators meeting (e.g., DOSE, Principal, Clinical Supervisor, Mental Health Professional)
- Provide pertinent data for identified students (e.g., demographics, attendance, suspensions, and academics)

2. RESPONSIBILITIES OF SUPERINTENDENT:

(Please provide a list of items The Tulare County Superintendent of Schools will furnish.)

Two (2) days of Mental Wellness Services per week for 37 weeks during the 2024-2025 school year.

- On-site school and district trainings regarding student mental wellness (i.e., mental health, suicide prevention, etc.)
- Quarterly reports regarding the delivery of services and trainings available upon request
- Annual data report on progress and annual outcomes of the service will be provided, which can be delivered to the school board and site administrators

• Licensed Mental Health Professional will oversee clinical practices of Mental Health Professional

- Administrative and clinical support
- Data collection and analysis

TCOE BHS Contracted Mental Health Professional Services Include:

- Staff and Parent Trainings
- Brief Mental Health Support
- Interim Mental Health Support (pending referral to outside provider)
- Crisis Support
- SARB Support
- Administration/School Staff/Classroom Consultation and Support
- Family Outreach and Support
- Community Linkage
- Student Groups (e.g., Social Skills, Anger Management, Friendship/Anti-bullying, Social Emotional Learning, Girls Circle, Mindfulness)

FEE SCHEDULE

The contract total for services to be provided are estimated to be

Two (2) days of Mental Wellness Services for 37 weeks for an approximate daily rate of \$621.62 during the 2024-2025 school year at a weekly rate of approximately \$1,243.24 for a total cost of \$46,000

$2(\text{days}) \times 37 (\text{weeks}) = 74 \text{ days}$

$74 (\text{days}) \times (\text{approximate daily rate}) \$621.62 = \$46,000.00$

including travel or other expenses.

Payment will be by the job or day unless specified otherwise in a fee schedule attached to this document.

Exhibit (A)

Exhibit (B)

Exhibit (C)

Exhibit (D)

AGENCY AGREEMENT 250128

THIS AGREEMENT, is entered into between the **Tulare County Superintendent of Schools**, referred to as **SUPERINTENDENT** and **Sequoia Union School District.**, referred to as **DISTRICT**.

ACCORDINGLY, IT IS AGREED:

1. TERM: This Agreement shall become

effective as

8/1/2024

and shall expire on .

6/30/2025

2. **SERVICES:** DISTRICT shall provide services as set forth: (See attached Scope of Services - Exhibit A for details. The Exhibit A is made part of this Agreement by reference.)

3. **COST OF SERVICES:** DISTRICT shall pay SUPERINTENDENT for the actual cost of such services to the extent they are allowable not to exceed the sum of

sum of \$ 46,000.00

4. METHOD OF PAYMENT:

- a. **SUPERINTENDENT must submit itemized invoices to DISTRICT** for the cost of the services.
- b. **SUPERINTENDENT** is responsible for maintaining verifiable records for all expenditures.

5. **INDEMNIFICATION:** SUPERINTENDENT and DISTRICT shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of SUPERINTENDENT or DISTRICT or their agents, officers and employees under this Agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.

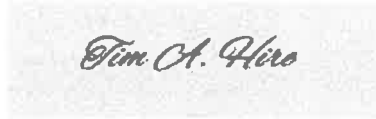
6. **TERMINATION:** Either party may terminate this Agreement without cause by giving thirty (30) calendar days advance written notice to the other party.

THE PARTIES, having read and considered the above provisions indicate their agreement by their authorized signatures below.

DISTRICT
Ken Horn
Sequoia Union School District.
23958 Avenue 324, P.O. Box 44260
Lemon Cove, CA 93244-4260

SUPERINTENDENT
Tim A. Hire, Superintendent
Tulare County Superintendent of
Schools
Tulare County Office of Education
P.O. Box 5091
Visalia CA 93278-5091

SUPERINTENDENT

Signature**Date**

5/23/2024

DISTRICT

Signature Sign**Date****TCOE Program Information**

Contact Person:

Mary Xavier, LCSW

Telephone:

559-730-2969

Department/Program: Behavioral Health ServicesPlease return an original copy to:

Tulare County Office of Education
ATTN: Internal Business Services Secretary
P.O. Box 5091
Visalia, CA 93278-5091



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

**6 OTHER ACTION ITEMS: 6.11 Approve the TCOE Agency Agreement for School Health
Nursing Services**

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

Tulare County Office of Education

Committed to Students, Support & Service

Tim A. Hire
*County
Superintendent
of Schools*

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Special Services
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fax (559) 730-2511

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Visalia

Doe Avenue Complex
7000 Doe Ave.
Visalia

**Liberty Center/
Planetarium &
Science Center**
11535 Ave. 264
Visalia

June 17, 2024

Sequoia Union School District
PO Box 44260
Lemon Cove, CA 93244

Mr. Ken Horn,

Attached is your Agency Agreement for 2024-25 from School Health Programs.

Please sign and return either by e-mail or by mail to:

E-mail: karla.doyer@tcoe.org

OR

Mail: Tulare County Office of Education
Attn: Karla Doyer, Purchasing & Agreements Manager
P.O. Box 5091
Visalia, Ca 93278-5091

Please feel free to contact me if you have any questions. Thank you.

Sincerely,

Karla Doyer

Karla Doyer

Purchasing & Agreements Manager | 559-302-3729 | karla.doyer@tcoe.org

SCOPE OF SERVICES - EXHIBIT A

1. RESPONSIBILITIES OF DISTRICT:

(Please provide a detailed description of services and deliverables to be provided by Sequoia Union School District.)

Please see attached Exhibit A Scope of Services: Responsibilities of District

2. RESPONSIBILITIES OF SUPERINTENDENT:

(Please provide a list of items The Tulare County Superintendent of Schools will furnish.)

Please see attached Exhibit A Scope of Services: Responsibilities of Superintendent

FEE SCHEDULE

The contract total for services to be provided are estimated to be

The contract total for services to be provided are estimated to be \$27,807.00,
including travel or other expenses. 23 days is \$1,209.00 per day = \$27,807.00.

including travel or other expenses.

Payment will be by the job or day unless specified otherwise in a fee schedule attached to this document.

Exhibit (A)	Sequoia Union RN Exhibit A Scope of Services.pdf	510.4KB
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Exhibit (B)

Exhibit (C)

Exhibit (D)

AGENCY AGREEMENT 250279

THIS AGREEMENT, is entered into between the **Tulare County Superintendent of Schools**, referred to as **SUPERINTENDENT** and **Sequoia Union School District**, referred to as **DISTRICT**.

ACCORDINGLY, IT IS AGREED:

1. TERM: This Agreement shall become

effective as

8/1/2024

and shall expire on .

6/30/2025

2. **SERVICES:** DISTRICT shall provide services as set forth: (See attached Scope of Services - Exhibit A for details. The Exhibit A is made part of this Agreement by reference.)
3. **COST OF SERVICES:** DISTRICT shall pay SUPERINTENDENT for the actual cost of such services to the extent they are allowable not to exceed the sum of

sum of \$ 27,807.00

4. METHOD OF PAYMENT:

- a. **SUPERINTENDENT must submit itemized invoices to DISTRICT** for the cost of the services.
- b. **SUPERINTENDENT** is responsible for maintaining verifiable records for all expenditures.

5. **INDEMNIFICATION:** SUPERINTENDENT and DISTRICT shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of SUPERINTENDENT or DISTRICT or their agents, officers and employees under this Agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.

6. **TERMINATION:** Either party may terminate this Agreement without cause by giving thirty (30) calendar days advance written notice to the other party.

THE PARTIES, having read and considered the above provisions indicate their agreement by their authorized signatures below.

DISTRICT
Ken Horn
Sequoia Union School District
P.O. Box 44260
Lemon Cove, CA 93244-4260

SUPERINTENDENT
Tim A. Hire, Superintendent
Tulare County Superintendent of
Schools
Tulare County Office of Education
P.O. Box 5091
Visalia CA 93278-5091

SUPERINTENDENT

Signature

Tim A. Hiro

Date

6/17/2024

DISTRICT

Signature

Sign

Date**TCOE Program Information**

Contact Person:

Margarita Quintana

Telephone:

(559) 651-0130, ext. 3730

Department/Program: School Health Programs*Please return an original copy to:*

Tulare County Office of Education
ATTN: Internal Business Services Secretary
P.O. Box 5091
Visalia, CA 93278-5091

EXHIBIT A

SCOPE OF SERVICES

1. RESPONSIBILITIES OF DISTRICT:

The District agrees to provide the following:

- Access to student health information.
- Access to school technology with the support of school Information Technology (IT) staff.
- Access to list of students by school site with chronic health/medical conditions for the current school year.
- Access to a list of students that are on Individual Educational Plans and dates of initials, annuals and triennials for the current school year.
- Access to a list of students with a 504 plan and date of review.
- Access to a list of staff that have a current CPR certification.
- Access to a workspace in which confidential calls and health screenings can be conducted.
- Access to a current bell schedule for all grades.
- Access to staff, facility space, technology support and ability to make copies of handouts for school staff attending annual and ongoing health trainings.
- Provide a classroom teacher for all student classroom teaching done by the School Nurse as it relates to health/hygiene and/or sexual health education.
- If a District chooses to provide supervision via a District supervisor with respect to Nurse interaction with staff and students, the School Nurse is solely responsible for all matters pertaining to the nursing services they provide to students.
- Districts may not refer to the District Licensed Vocational Nurse (LVN) as the “school nurse”. Per Education Code 49426, A school nurse is a registered nurse currently licensed under Chapter 6 (commencing with Section 2077) of Division 2 of the Business and Professions Code, and who has completed the additional educational

EXHIBIT A

requirements for, and possesses a current credential in, school nursing pursuant to Education Code Section 44877.

- Ensures the District LVN is working within their scope of practice per the Board of Vocational Nursing and Psychiatric Technicians and as specified in the Business and Profession Code-Sections 2859 to 2873. In the educational setting LVN's work under direction of a Registered Nurse holding a Credential in School Nursing.
- Licensed Vocational Nurse (LVN) cannot legally practice as an individual practitioner in a school setting and must be overseen and supervised by a credentialed school nurse. LVN's should not be placed in a position in which supervision by a designated credentialed school nurse is not available.
- The District will ensure the District LVN maintains a current LVN licensure in the state of California, current CPR certification and current First AID Certification.
- The District will allow the District LVN the opportunity to attend the beginning of the school year training hosted by Tulare County Office of Education, School Health Programs.
- Access to the District LVN for supervision and training purposes when the School Nurse is working in the district.
- Clinical support from District LVN when the School Nurse is conducting school health screenings and other student health services.
- Provide ongoing collaboration support between District LVN and the School Nurse.
- District LVN is responsible in keeping the School Nurse informed of new or changes in student health in their District.
- It is the responsibility of the District to find a qualified district employed substitute when their District LVN is absent and/or on any type of leave.
- Districts must allow ongoing communication between the credentialed school nurse and the LVN which are important to ensure the integrity of the school health services team and for optimal student health outcomes. Therefore, communication

EXHIBIT A

between the credentialed school nurse and the LVN may occur either in person and/or indirectly through electronic means (i.e., email, telephone, text, facetime, zoom, etc...). If at anytime the LVN is unable to reach their assigned credentialed school nurse then they are advised to call Tulare County Office of Education, School Health Programs office and request to speak to the Administrator of School Health Programs.

District agrees to pay Superintendent the sum of **\$27,807.00** for **Health/School Nursing services** for **23 days** as provided in this Agreement.

2. RESPONSIBILITIES OF SUPERINTENDENT:

Tulare County Superintendent of Schools will provide a qualified staff member(s) pursuant to Education Code section 44872, 44267.5, and 44877 to perform health/school nursing services including:

- Conducting medical case finding, screening and referral activities related to health defects of pupils.
- Referring parents of pupils needing medical care or welfare assistance to appropriate resources.
- Conducting a program directed toward the control of communicable diseases in the school and community.
- Consult, conduct and serve as a health education resource person to staff and pupils.
- Conduct health in-service trainings for school staff.
- Interpret medical and nursing findings appropriate to the student's individualized education program and make recommendations to professional personnel directly involved.
- The School Nurse reports directly to their employer and supervisor of school health who is at a minimum of a Registered Nurse holding a

EXHIBIT A

current Credential in School Nursing and an Administrative Credential.

- The School Nurse will collaborate with the District as to what the District LVN's scope of practice is working in the educational setting.
- The School Nurse will determine the level of supervision of the LVN as immediate, direct, or indirect, based on school nurse's professional judgment, health status of student and complexity of task.
- Supervision of the LVN by the credentialed school nurse at a minimum requires indirect supervision. The credentialed school nurse has the authority to determine the type and frequency of supervision needed over the LVN based on the type of specialized healthcare procedure, competence, skill level and the individual student health needs. The three types of supervision levels may include any of the following:
 - Direct supervision:
 - The credentialed school nurse is present in the same building as the LVN being supervised and able to respond directly to the needs of the student or supervisee.
 - Immediate supervision:
 - The credentialed school nurse is physically present, next to the student and LVN, providing close supervision and/or assistance.
 - Indirect supervision:
 - The credentialed school nurse is available to the qualified designated personnel, either in person or through electronic means, to provide necessary guidance, consultation, and referral to appropriate care and services.
- The School Nurse will determine level of health care required by student based on the following factors: routine for pupil; poses little potential harm for pupil; performed with predictable outcomes; and does not require a nursing assessment, interpretation or decision making.

EXHIBIT A

- Providing training, supervision and oversight of district Licensed Vocational Nurses that assist students with medication, first aid, and/or student specialized health procedures.
- Notify the District of the date and time of annual training for LVN's that is hosted by Tulare County Office of Education, School Health Programs.
- The credentialed school nurse monitors and documents the competency and performance of the LVN, no less frequently than annually, and more frequently as determined by the performance of the LVN and the complexity of the procedure. The LVN is required to maintain their scope of practice within the State Nurse Practice Act and other health laws and regulations.
- The credentialed school nurse will have ongoing communication with the LVN which are important to ensure the integrity of the school health services team and for optimal student health outcomes. Therefore, communication between the credentialed school nurse and the LVN may occur either in person and/or indirectly through electronic means (i.e., email, telephone, text, facetime, zoom, etc...).
- If the credentialed school nurse is unavailable, they will instruct the LVN to call Tulare County Office of Education, School Health Programs office and request to speak to the Administrator of School Health Programs.

FEE SCHEDULE

The contract total for services to be provided are estimated to be \$27,807.00, including travel or other expenses. 23 days is \$1,209.00 per day = \$27,807.00.

Payment will be by the job or day unless specified otherwise in a fee schedule attached to this document.



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.12 Approve the TCOE Agency Agreement for School Psychologist Service

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

AGENCY AGREEMENT 250093

THIS AGREEMENT, is entered into between the **Tulare County Superintendent of Schools**, referred to as **SUPERINTENDENT** and **Sequoia Union School District**, referred to as **AGENCY**.

ACCORDINGLY, IT IS AGREED:

1. TERM: This Agreement shall become

effective as

7/1/2024

and shall expire on .

6/30/2025

2. **SERVICES:** AGENCY shall provide services as set forth: (See attached Scope of Services - Exhibit A for details. The Exhibit A is made part of this Agreement by reference.)
3. **COST OF SERVICES:** AGENCY shall pay SUPERINTENDENT for the actual cost of such services to the extent they are allowable not to exceed the sum of

sum of \$ 23,280.00

4. METHOD OF PAYMENT:

- a. **SUPERINTENDENT must submit itemized invoices to AGENCY** for the cost of the services.
- b. **SUPERINTENDENT** is responsible for maintaining verifiable records for all expenditures.

5. **INDEMNIFICATION:** SUPERINTENDENT and AGENCY shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of SUPERINTENDENT or AGENCY or their agents, officers and employees under this Agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.

6. **TERMINATION:** Either party may terminate this Agreement without cause by giving thirty (30) calendar days advance written notice to the other party.

THE PARTIES, having read and considered the above provisions indicate their agreement by their authorized signatures below.

AGENCY
Ken Horn
Sequoia Union School District
23958 Avenue 324, P.O. Box 44260
Lemon Cove, CA 93244

SUPERINTENDENT
Tim A. Hire, Superintendent
Tulare County Superintendent of
Schools
Tulare County Office of Education
P.O. Box 5091
Visalia CA 93278-5091

SUPERINTENDENT

Signature

Tim A. Hero

Date

5/6/2024

AGENCY

Signature

Ken Horn

Sign

Date

5-7-2024

TCOE Program Information

Contact Person:

Irma Anaya

Telephone:

559-730-2910 ext 5175

Department/Program: Psychological Services

Please return an original copy to:

Tulare County Office of Education
ATTN: Internal Business Services Secretary
P.O. Box 5091
Visalia, CA 93278-5091

SCOPE OF SERVICES - EXHIBIT A

1. RESPONSIBILITIES OF AGENCY:

(Please provide a detailed description of services and deliverables to be provided by Sequoia Union School District.)

2. RESPONSIBILITIES OF SUPERINTENDENT:

(Please provide a list of items The Tulare County Superintendent of Schools will furnish.)

SUPERINTENDENT shall provide DISTRICT with 0.5 day per week of psychological services which includes:

Behavior Analysis and Intervention:

Conduct Functional Behavior Assessments

Design and implement research/evidence based behavior Intervention plans

Model and monitor effective behavior interventions

Data collection and Progress Monitoring input and oversight

Conduct Psycho-Educational Assessments:

Present psycho-educational assessment results to the IEP team

Provide written psycho-educational assessment report to all IEP team members

Input assessment data into the IEP prior to the IEP meeting

Present assessment findings at the scheduled IEP team meeting

Consultation and Collaboration:

On-going coordination/collaboration with all student stakeholders

Provide professional development in-service training opportunities to school site (per request)

Short-Term Counseling for School-Based Difficulties (Individual/small group)

Social Skills development

Anger Management

Problem-Solving skill development

Crisis response and emergency intervention

Student Study Team (SST) and Individualized Education Program (IEP):

Attend and participate in SST/IEP meetings (as needed)

On-going collaboration with other SST/IEP team members

FEE SCHEDULE

The contract total for services to be provided are estimated to be

The contract total for services to be provided are estimated to be \$1,164 per day, 0.5 day per week, total \$23,280.00 annually.

including travel or other expenses.

Payment will be by the job or day unless specified otherwise in a fee schedule attached to this document.

Exhibit (A)

Exhibit (B)

Exhibit (C)

Exhibit (D)

REQUEST FOR AGENCY AGREEMENT

Tulare County
Office of Education

Tim A. Hire, County Superintendent of Schools

Request For Agency Agreement

Contract # 250093

Accountant Samantha Gong

Initiator Info

Type of Agreement TCOE/Superintendent receiving funds

Brief description of request Psychological Services for Sequoia Union School District

TO : Tim A. Hire, Superintendent of Schools

FROM : Irma Anaya

Department Psychological Services

Date 5/3/2024

Agency or District Information

Does the Entity allow electronic signatures? ☒ Yes ☐ No

Name Sequoia Union School District

Type AGENCY

Address 23958 Avenue 324, P.O. Box 44260

City Lemon Cove

State CA

Postal / Zip Code 93244

Authorized Signer Ken Horn

Authorized Telephone 559-564-2106

Authorized Fax 559-564-2136

Authorized Email kenhorn@sequoiaunion.org

Contract information

Contract Amount: \$23,280.00

Other Conditions:

Total not to exceed: \$ 23,280.00

Department/Program: *Psychological Services

Budget Category:

									%
010	65011	0	576001	00000	86890	000	00	0000	100

Percent 100

Initiator

Contact Person Irma Anaya

Telephone 559-730-2910 ext 5175



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.13 Approve the Performing Arts & Music Classified Instructor Job Description

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



Mr. Ken Horn
Superintendent/Principal

Performing Arts & Music Classified Instructor

Job Description

Classified Salary Schedule: 5

6.5 Hours Daily

The Sequoia Union Elementary School District is committed to the development of students with high moral integrity, academic excellence, and self-worth in a safe and supportive environment. The goal of Sequoia Union School District, made up of educators, parents, and the local community, is to give our students the skills to become independent, lifelong learners who will make a positive contribution to society.

About the District:

Sequoia Union Elementary School District is a public school serving 380 students in grades TK-8 and is seeking a dynamic, collaborative, and student centered individual to join our amazing school community. We are looking for an exceptional person with a deep appreciation for students and the ability to support the needs of all learners. The new member of our staff must be able to work collaboratively with other professionals in a team environment.

About the Position:

The Performing Arts & Music Classified Instructor will be an individual who is committed to the arts, child-centered learning, and learning in and through the arts. In order to thrive in and contribute to our learning community, this individual must be an excellent communicator, a flexible and resourceful problem-solver, a life-long learner, a deep critical thinker, and one who is very comfortable with interdisciplinary collaboration. Our Performing Arts & Music Classified Instructor will work closely with our team and classroom teachers to advance and shape the District's art and music integration of learning goals into other content areas beyond art and music. The Performing Arts & Music Classified Instructor will develop innovative, creative, high quality theater curriculum, events and projects that contribute to our school's commitment to be a model school for best practices in arts-integrated education and professional development.

Essential Duties and Responsibilities:

- Teaches art, music, and/or theater arts classes for Tk-5th grade students and one elective for 6-8 grade students. (Possible extra hours available in the Expanded Learning Opportunities After School Program).
- Plans lessons that are aligned with California's Visual and Performing Arts Standards.
- Employs a variety of instructional techniques and instructional media, consistent with the needs and capabilities of the individuals or student groups involved, while guiding their planning and instruction using VAPA standards, Common Core standards, and other art & music curricula.
- Evaluates student progress, and grades students at the end of each trimester.

Small School, Big Heart



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

- Works to establish and maintain open lines of communication with all relevant staff members, administration and students.
- Works with students and classroom teachers to present arts & music celebrations to showcase and share the students' work with members of the community, including families.
- Employs positive behavior support in interactions with students. Develops and uses incentives as positive reinforcement. Exercises constant supervision of children.

Qualifications:

- **Knowledge and Skills:** Requires the knowledge and skills required to perform as the Physical Education Instructor plus specialized knowledge of data collection and data analysis. Considerable knowledge of the principles and practices of child development and physical education development is required.
- **Art & Music** Instruction experience required
- **Education: Bachelor's Degree** (preferably in the arts: music; art; theater arts; etc.) Required.
- **Minimum of Two Years** working in the arts: music, art, and/or theater arts required.
- **Collaboration:** Ability to work effectively and collaboratively with colleagues, students, parents, administrators and community partners.
- **Abilities:** Incumbents must be able to demonstrate understanding, patience, and empathy of the needs of their students, including the ability to recognize limitations of students and encourage participation programs and activities.
- **Physical Abilities:** Normally works both outside and in a classroom setting with minimal exposure to safety or health hazards. May require arm, hand, finger dexterity to operate keyboard, typewriter or other office equipment. Requires good hearing and speaking ability to communicate with staff and students. Able to lift up to 50 pounds. Reasonable accommodations may be made to enable a person with a disability to perform the essential functions of the position.
- **Other:** Must be able to pass a background clearance check; and proof of current TB test.

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106
FAX 559-564-2136



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.14 Approve the Tulare County Office of Education Consortium Contract with Lozano Smith as the Preferred Provider of Legal Services for each District in the Consortium

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

**LEGAL SERVICES AGREEMENT
FOR THE
TULARE COUNTY OFFICE OF EDUCATION
LEGAL SERVICES CONSORTIUM**

This agreement ("Agreement") is effective July 1, 2022 between the Tulare County Office of Education ("TCOE") for school districts and TCOE participating in the Tulare County Office of Education Legal Services Consortium (each a "Client" and together the "Clients") and the law firm of Lozano Smith, LLP ("Lozano Smith" or "Attorney") collectively, the "Parties."

WHEREAS, the Tulare County Office of Education Legal Services Consortium ("Consortium") has selected Lozano Smith as the preferred provider of legal services for each Client electing to participate as a member of the Consortium; and

WHEREAS, this Agreement shall serve as the master agreement for participating Clients.

NOW, THEREFORE, the Client and Attorney agree as follows:

1. Fees and Payment for Legal Services. For July 1, 2022 to June 30, 2023, each Client payment for basic legal services ("basic services") is calculated on \$5,000 per Client plus \$5.25 per Client unit of ADA as of the 2020-21 CALPADS Fall 1 Enrollment Count plus a 5 % fixed admin fee which includes all expenses incurred for travel, database access, mailing services, word processing, parking, meals, mileage, faxes, telephone and photocopies. Any adjustment shall take into account the CALPADS Fall 1 Enrollment Count for the most accurate determination of the Client unit of ADA. For individualized, complex, or specialized legal services only ("specialized services"), Client shall be separately billed by Lozano Smith and fees earned at a hourly rate of \$260 for all attorneys through June 30, 2023. For subsequent fiscal years beginning on July 1 and ending on June 30, the Parties shall evaluate for adjustment for each subsequent fiscal year the legal fees and expenses for both basic and specialized services. Payment for specialized services shall be made within thirty (30) days of such billing or be subject to an interest charge of 1% per month not to exceed 10% per annum. The County Superintendent will coordinate and administer the Agreement for basic services on behalf of the Clients. For basic services only, the County Superintendent is authorized to bill and receive, and each Client shall pay to the County Superintendent, its pro rata share pursuant to the above fee calculation. Client shall pay to TCOE its pro rata share of the total fee specified in two (2) equal biannual installments. For each fiscal year, the first payment by Client to TCOE shall be due on or before July 15 and the second payment from Client to TCOE shall be due on or before January 15. The County Superintendent shall remit the total of the pro rata share of the Clients' payment to Attorney two times per year by August 30 and January 30 of each school fiscal year.

2. Term. The term of the Agreement is extended from year to year, on a fiscal year basis ending on June 30, unless terminated. Any Client member may terminate the Agreement for the subsequent fiscal year by providing at least thirty (30) days written notice before the end of each fiscal year to the Attorney and County Superintendent. The County Superintendent or Attorney may also terminate the Agreement by providing at least thirty (30) days written notice before the

end of each fiscal year. Unless a thirty (30) day notice is given as provided herein, the Agreement shall be renewed from year-to-year on a fiscal year basis.

4. Supersession. This Agreement supersedes the previous Agreement effective July 1, 2016.

5. Joint Representation. From time to time, joint representation by Attorney may be more effective for Client representation. In order to comply with the Rules of Professional Conduct, Client may be requested, and may consent, to any such joint representation after a written disclosure of any potential conflict of interest. Nothing herein shall require a Client to provide any such consent unless joint representation is desired.

6. Execution in Counterparts: Copies. The Agreement may be signed on separate signature pages by the County Superintendent and Attorney. Copies of signatures shall have the same force and effect as original signatures.

SO AGREED.

TULARE COUNTY OFFICE OF
EDUCATION

LOZANO SMITH, LLP



By: Tim A. Hire
Superintendent of Schools
Date: 5/16/, 2022



Karen M. Rezendes
Managing Partner
Date: May 9, 2022

**FIRST AMENDMENT
ADJUSTING SPECIALIZED SERVICES RATE
TO
LEGAL SERVICES AGREEMENT
FOR THE
TULARE COUNTY OFFICE OF EDUCATION
LEGAL SERVICES CONSORTIUM**

WHEREAS, the Tulare County Office of Education ("TCOE") for school districts and for TCOE participating in the Tulare County Office of Education Legal Services Consortium (each a "Client" and together the "Clients") and the law firm of Lozano Smith, LLP ("Lozano Smith") (collectively, the "Parties") entered into the Legal Services Agreement for the Tulare County Office of Education Legal Services Consortium effective on July 1, 2022 (the "Agreement"); and

WHEREAS, for "specialized services" per the Agreement, Lozano Smith agreed to fees earned at an hourly rate of \$260 for all Lozano Smith attorneys through June 30, 2023; and

WHEREAS, the Clients and Lozano Smith, by this first amendment ("First Amendment"), agree to adjust the specialized services rate to an hourly rate of \$275 for all Lozano Smith attorneys effective July 1, 2023.

NOW, THEREFORE, the Parties agree as follows:

1. Special Services Fee Adjustment. The special services fee is adjusted from an hourly rate of \$260 to \$275 for all Lozano Smith attorneys.
2. Effective Date of Special Services Fees Adjustment. The effective date for the special services fee adjustment is July 1, 2023.
3. First Amendment Revision to Agreement. Except as set forth in this First Amendment, all other provisions of the Agreement shall remain in full force and effect.
4. Execution in Counterparts: Copies. The First Amendment may be signed on separate signature pages by the Superintendent of Schools and Lozano Smith. Copies of signatures shall have the same force and effect as original signatures.

SO AGREED:

TULARE COUNTY OFFICE OF EDUCATION



By: Tim A. Hire
Superintendent of Schools

Date: June 27, 2023

LOZANO SMITH, LLP


Karen M. Rezendes
Managing Partner

Date: June 27, 2023



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.15 Approve the Edition of the New Superintendent-Principal as an Authorized Signers for Calendar Year 2024 and Remove the Former Superintendent-Principal as an Authorized Signer for Calendar Year 2024

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

**ADD/REMOVE AUTHORIZED SIGNERS
FOR CALENDAR YEAR 2024**

SEQUOIA UNION ELEMENTARY SCHOOL DISTRICT

In accordance with Education Code Section 42633, the governing board of the above school district, following its annual organizational meeting in December 2023, filed with the county superintendent of schools the verified signature of each person authorized to sign orders in its name for calendar year 2024.

This school district wishes to add the name and signature of an officer or employee to its list of authorized signers and/or remove a person from the list.

The governing board of said district, at a regular/special meeting held on the 20TH day of June 2024, authorize the following person(s), whose signature appears opposite their name below, to sign orders in the name of said governing board and/or authorize the removal of the person(s) named below:

ADD TO THE AUTHORIZED SIGNER LIST:

Type or Print Name Here:

Signature Here:

- | | | |
|----|--------------|--|
| 1. | Scott Pickle | |
| 2. | | |
| 3. | | |

REMOVE FROM THE AUTHORIZED SIGNER LIST:

Type or Print Name Here:

- | | |
|----|----------|
| 1. | Ken Horn |
| 2. | |
| 3. | |

All authorized signers will be included on one sheet following the December 2024 organizational meeting of this district.

BY ORDER OF THE GOVERNING BOARD OF THE
SEQUOIA UNION ELEMENTARY SCHOOL DISTRICT

Date: June 20, 2024

By _____
Clerk or Secretary of the Board

Distribute as follows:

Copy to: Vanessa Cantu, Business Services
Tulare County Office of Education
Vanessa.cantu@tcoe.org



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

**6 OTHER ACTION ITEMS: 6.16 Approve the McGraw Hill ELA Wonders and ELA Studysync
Quote of \$10,686.41 for curriculum for the 2024-2025 school year**

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



Because learning changes everything.®

QUOTE PREPARED FOR:

Sequoia Union Elem Sch Dist
PO BOX 44260
LEMON COVE, CA 93244-0260
ACCOUNT NUMBER: 161999

SUBSCRIPTION/DIGITAL CONTACT:

Jenna Holly
jholly@sequoiaunion.org
(559) 564-2106

CONTACT:

Jenna Holly
jholly@sequoiaunion.org
(559) 564-2106

SALES REP INFORMATION:

Jennifer Simpson
jennifer.simpson@mheducation.com
(480) 290-8356

Section Summary	Value of All Materials	Free Materials	Product Subtotal
CA Wonders	\$5,393.17	\$0.00	\$5,393.17
CA StudySync	\$5,109.06	\$0.00	\$5,109.06
PRODUCT TOTAL*	\$10,502.23	\$0.00	\$10,502.23
ESTIMATED S&H**			\$91.96
ESTIMATED TAX**			\$92.22
GRAND TOTAL*			\$10,686.41

* Price firm for 90 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 06/05/2024

ACCOUNT NAME: Sequoia Union Elem Sch Dist

EXPIRATION DATE: 09/03/2024

QUOTE NUMBER: JSIMP-06052024121049-001

ACCOUNT #: 161999

PAGE #: 1



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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
CA Wonders					
READING WONDERS TEACHER WORKSPACE 1 YEAR SUBSCRIPTION GRADE K	978-0-07-678694-7	3	\$467.04	\$0.00	\$1,401.12
READING WONDERS TEACHER WORKSPACE 1 YEAR SUBSCRIPTION GRADE 1	978-0-07-677058-8	2	\$467.04	\$0.00	\$934.08
READING WONDERS TEACHER WORKSPACE 1 YEAR SUBSCRIPTION GRADE 2	978-0-07-678280-2	2	\$467.04	\$0.00	\$934.08
READING WONDERS YOUR TURN PRACTICE BOOK GRADE 2	978-0-07-680721-5	46	\$11.11	\$0.00	\$511.06
READING WONDERS TEACHER WORKSPACE 1 YEAR SUBSCRIPTION GRADE 4	978-0-07-678529-2	2	\$467.04	\$0.00	\$934.08
READING WONDERS CALIFORNIA READING WRITING WORKSHOP GRADE 4	978-0-02-130645-9	5	\$68.66	\$0.00	\$343.30
READING WONDERS LITERATURE ANTHOLOGY GRADE 4	978-0-02-141737-7	5	\$67.09	\$0.00	\$335.45
CA Wonders Subtotal:				\$0.00	\$5,393.17
CA StudySync					
STUDYSYNC CALIFORNIA ONLINE STUDENT WITH DESIGNATED ELD 1 YEAR SUBSCRIPTION	978-0-02-138850-9	131	\$37.77	\$0.00	\$4,947.87
STUDYSYNC CALIFORNIA ONLINE TEACHER WITH DESIGNATED ELD 1 YEAR SUBSCRIPTION	978-0-02-137933-0	3	\$53.73	\$0.00	\$161.19
CA StudySync Subtotal:				\$0.00	\$5,109.06

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 06/05/2024
QUOTE NUMBER: JSIMP-06052024121049-001

ACCOUNT NAME: Sequoia Union Elem Sch Dist
ACCOUNT #: 161999

EXPIRATION DATE: 09/03/2024
PAGE #: 2



Because learning changes everything.®

QUOTE PREPARED FOR:

Sequoia Union Elem Sch Dist
PO BOX 44260
LEMON COVE, CA 93244-0260
ACCOUNT NUMBER: 161999

CONTACT:

Jenna Holly
jholly@sequoiaunion.org
(559) 564-2106

VALUE OF ALL MATERIALS	\$10,502.23
FREE MATERIALS	\$0.00
PRODUCT TOTAL*	\$10,502.23
ESTIMATED SHIPPING & HANDLING**	\$91.96
ESTIMATED TAX**	\$92.22
GRAND TOTAL	\$10,686.41

SUBSCRIPTION/DIGITAL CONTACT:

Jenna Holly
jholly@sequoiaunion.org
(559) 564-2106

Comments:

* Price firm for 90 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Terms of Service:

By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

Terms Of Service

Provisions required by Subscriber State law

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number: _____

Name of School Official (Please Print)

Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 06/05/2024

ACCOUNT NAME: Sequoia Union Elem Sch Dist

EXPIRATION DATE: 09/03/2024

QUOTE NUMBER: JSIMP-06052024121049-001

ACCOUNT #: 161999

PAGE #: 3



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.17 Approve the McGraw Hill Math Quote of \$13,046.35 for curriculum for the 2024-2025 school year

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



Because learning changes everything.™

QUOTE PREPARED FOR:

Sequoia Union Elem Sch Dist
PO BOX 44260
LEMON COVE, CA 93244-0260
ACCOUNT NUMBER: 161999

SUBSCRIPTION/DIGITAL CONTACT:

Jenna Holly
jholly@sequoiaunion.org
(559) 564-2106

CONTACT:

Jenna Holly
jholly@sequoiaunion.org
(559) 564-2106

SALES REP INFORMATION:

Jennifer Simpson
jennifer.simpson@mheducation.com
(480) 290-8356

Section Summary	Value of All Materials	Free Materials	Product Subtotal
CA My Math	\$7,534.89	\$0.00	\$7,534.89
Glencoe Math	\$1,969.32	\$0.00	\$1,969.32
ALEKS	\$2,498.70	(\$62.10)	\$2,436.60
PRODUCT TOTAL*	\$12,002.91	(\$62.10)	\$11,940.81
ESTIMATED S&H**			\$416.28
ESTIMATED TAX**			\$689.26
GRAND TOTAL*			\$13,046.35

* Price firm for 90 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 06/05/2024

ACCOUNT NAME: Sequoia Union Elem Sch Dist

EXPIRATION DATE: 09/03/2024

QUOTE NUMBER: JSIMP-06052024125640-001

ACCOUNT #: 161999

PAGE #: 1



Because learning changes everything.®

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
CA My Math					
MY MATH TEACHER CENTER 1 YEAR SUBSCRIPTION GRADE K	978-0-07-906134-8	3	\$63.93	\$0.00	\$191.79
MY MATH STUDENT EDITION VOLUME 1 GRADE K	978-0-07-905767-9	55	\$16.11	\$0.00	\$886.05
MY MATH STUDENT EDITION VOLUME 2 GRADE K	978-0-07-905768-6	55	\$16.11	\$0.00	\$886.05
MY MATH TEACHER CENTER 1 YEAR SUBSCRIPTION GRADE 1	978-0-07-906129-4	2	\$63.93	\$0.00	\$127.86
MY MATH STUDENT EDITION VOLUME 1 GRADE 1	978-0-07-678996-2	40	\$16.11	\$0.00	\$644.40
MY MATH STUDENT EDITION VOLUME 2 GRADE 1	978-0-07-906121-8	40	\$16.11	\$0.00	\$644.40
MY MATH TEACHER CENTER 1 YEAR SUBSCRIPTION GRADE 2	978-0-07-906130-0	2	\$63.93	\$0.00	\$127.86
MY MATH STUDENT EDITION VOLUME 1 GRADE 2	978-0-07-906122-5	48	\$16.11	\$0.00	\$773.28
MY MATH STUDENT EDITION VOLUME 2 GRADE 2	978-0-07-905760-0	48	\$16.11	\$0.00	\$773.28
MY MATH TEACHER CENTER 1 YEAR SUBSCRIPTION GRADE 4	978-0-07-906132-4	2	\$63.93	\$0.00	\$127.86
MY MATH STUDENT EDITION VOLUME 1 GRADE 4	978-0-07-905763-1	25	\$16.11	\$0.00	\$402.75
MY MATH STUDENT EDITION VOLUME 2 GRADE 4	978-0-07-905764-8	25	\$16.11	\$0.00	\$402.75
MY MATH STUDENT EDITION VOLUME 1 GRADE 5	978-0-07-905765-5	48	\$16.11	\$0.00	\$773.28
MY MATH STUDENT EDITION VOLUME 2 GRADE 5	978-0-07-905766-2	48	\$16.11	\$0.00	\$773.28
CA My Math Subtotal:				\$0.00	\$7,534.89
Glencoe Math					
GLENCOE MATH COURSE 1 CALIFORNIA ETEACHER EDITION ONLINE 1 YEAR SUBSCRIPTION	978-0-02-138510-2	1	\$154.38	\$0.00	\$154.38
GLENCOE MATH COURSE 1 CALIFORNIA STUDENT EDITION PACKAGE	978-0-02-140756-9	40	\$18.87	\$0.00	\$754.80
GLENCOE MATH COURSE 3 CALIFORNIA ETEACHER EDITION ONLINE 1 YEAR SUBSCRIPTION	978-0-02-138513-3	1	\$154.38	\$0.00	\$154.38
GLENCOE MATH COURSE 3 CALIFORNIA STUDENT EDITION PACKAGE	978-0-02-140760-6	48	\$18.87	\$0.00	\$905.76
Glencoe Math Subtotal:				\$0.00	\$1,969.32
ALEKS					
ALEKS 6-12 ADD-ON MY. 1 YEAR STUDENT SUBSCRIPTION	978-0-07-692715-9	131	\$18.60	\$0.00	\$2,436.60
ALEKS 6-12 ADD-ON VIA MY.MHEDUCATION.COM 1 YEAR TEACHER SUBSCRIPTION	978-0-07-697175-6	3	\$20.70	\$62.10	*Free Materials
ALEKS Subtotal:				\$62.10	\$2,436.60

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 06/05/2024

ACCOUNT NAME: Sequoia Union Elem Sch Dist

EXPIRATION DATE: 09/03/2024

QUOTE NUMBER: JSIMP-06052024125640-001

ACCOUNT #: 161999

PAGE #: 2



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QUOTE PREPARED FOR:

Sequoia Union Elem Sch Dist
PO BOX 44260
LEMON COVE, CA 93244-0260
ACCOUNT NUMBER: 161999

CONTACT:

Jenna Holly
jholly@sequoiaunion.org
(559) 564-2106

VALUE OF ALL MATERIALS	\$12,002.91
FREE MATERIALS	(\$62.10)
PRODUCT TOTAL*	\$11,940.81
ESTIMATED SHIPPING & HANDLING**	\$416.28
ESTIMATED TAX**	\$689.26
GRAND TOTAL	\$13,046.35

SUBSCRIPTION/DIGITAL CONTACT:

Jenna Holly
jholly@sequoiaunion.org
(559) 564-2106

Comments:

* Price firm for 90 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

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Terms Of Service

Provisions required by Subscriber State law

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number: _____

Name of School Official (Please Print)

Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 06/05/2024

ACCOUNT NAME: Sequoia Union Elem Sch Dist

EXPIRATION DATE: 09/03/2024

QUOTE NUMBER: JSIMP-06052024125640-001

ACCOUNT #: 161999

PAGE #: 3



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.18 Approve the Renaissance Accelerated Reader and STAR Comprehensive Assessment Suite Quote of \$9,094.50 for the 2024-2025 school year

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

Renaissance

2911 Peach Street, Wisconsin Rapids, WI 54494-1905
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

All grades STAR

Quote
3139354

Sequoia Union Elementary School District - 275502

Reference ID: 686384

PO Box 44260

Lemon Cove, CA 93244-0260

Contact: Ken Horn - (559) 564-2106

Email: kenhorn@sequoiaunion.org

Quote Summary

School Count: 1

Renaissance Products & Services Total	\$9,094.50
Shipping and Processing	\$0.00
Sales Tax	\$0.00
Grand Total	USD \$9,094.50

This quote includes: Renaissance Accelerated Reader and Star Comprehensive Suite.

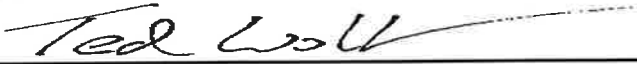
By signing below, Customer:

- acknowledges that the Person signing this Quote is authorized to do so;
- agrees that this Quote, any other quotes issued to Customer during the Subscription Period and Customer and its Authorized Users access to and use of the Products and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R62416.pdf> which are incorporated herein by reference;
- acknowledges receipt of the Notice of Renaissance's Practices Relating to Children's Online Privacy <https://docs.renaissance.com/R63870> directed to you as the school official responsible for authorizing the use of the Renaissance Products and Services in the educational context.

To accept this offer and place an order, [please sign and return this Quote.](#)

Renaissance will issue an invoice for this Quote on the earlier of (a) the date You specify below or (b) the day before Your Subscription Period starts (Invoice Date). If You require a purchase order, You agree to provide one to Renaissance at least 15 days before the Invoice Date. You also agree to pay the invoice within 30 days of the Invoice Date.

Please check here if your organization requires a purchase order prior to invoicing: []

Renaissance Learning, Inc.	Sequoia Union Elementary School District - 275502
	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
Date: 5/29/2024	Date:
	Invoice Date:

Email: electronicorders@renaissance.com

If your billing address is different from the address at the top of this Quote, please add that billing address below.

Bill To:

If changes are necessary, or additional information is required, please contact your account executive Ceene Randle at (714)442-1481, Thank You.

Use your Prop 98 funding to lock in multi-year discounts on the solutions you need.



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.19 Approve the Bank of the Sierra Signature on Accounts

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

2911 Peach Street, Wisconsin Rapids, WI 54494-1905

Phone: (800) 338-4204 | Fax: (877) 280-7642

Federal I.D. 39-1559474

www.renaissance.com

All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax (TPT). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.



Quote
3139354

2911 Peach Street, Wisconsin Rapids, WI 54494-1905
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote Details					
Sequoia Union Elementary Charter - 8557335					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader Subscription	08/01/2024 - 07/31/2025	310	\$7.93	\$0.00	\$2,458.30
Star Comprehensive Suite Subscription	08/01/2024 - 07/31/2025	380	\$15.49	\$0.00	\$5,886.20
Platform Services					
Annual All Product Renaissance Platform	08/01/2024 - 07/31/2025	1	\$750.00	\$0.00	\$750.00
Professional Services					
Foundations Professional Learning Package (included with purchase)		1	\$0.00	\$0.00	\$0.00
Sequoia Union Elementary Charter Total				\$0.00	\$9,094.50

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SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn

Superintendent/Principal

June 17, 2024

Regarding Signers for Accounts:

- Revolving Fund - Account #0420558870
- Student Body - Account #0420561870

This letter is written in regard to the Sequoia Union Elementary School's accounts held at the Exeter Branch of the Bank of Sierra. There have been staff changes on the school site that will become effective on July 1st, 2024. We need the following changes to the account signers.

Remain on Accounts

Melissa Myers, Board Member
Cody Bogan, Board President
Jon Cotta, Board Member
Lane Anderson, Board Clerk
Gregg Dunn, Board Member
Edgardo Monroy, District Business Manager

Remove School Staff

Kenneth Horn, Superintendent/Principal

Add School Staff

Scott Pickle, Superintendent/Principal

Governing Board Signers Confirmation (Add if not already on the account)

Melissa Myers, Board Member
Cody Bogan, Board President
Jon Cotta, Board Member
Lane Anderson, Board Clerk
Gregg Dunn, Board Member

Sincerely,

Lane Anderson
Clerk, Governing Board



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.20 Approve the PowerSchool School Information System Quote of \$9,582.80 for the 2024-2025 school year

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

Sales Quote - This is Not An Invoice

 Prepared By: Lubna Kulkarni
 Customer Name: Sequoia Union Elementary

 Customer Contact: Diana Hernandez
 Title: Assessment Data & Student
 Information Assistant
 Address: 23958 AVE. 324
 City: Lemon Cove
 State/Province: California
 Zip Code: 93244
 Phone #: (408) 522-8288

 Contract Term: 12 Months
 Start Date: 17-AUG-2024
 End Date: 16-AUG-2025
 Billing Frequency: Annually

Product Description	Quantity	Unit	Extended Price
Initial Term 17-AUG-2024 - 16-AUG-2025			
License and Subscription Fees			
PowerSchool SIS Hosted Subscription	350.00	Students	USD 4,945.50
PowerSchool SIS Hosting SSL Certificate	1.00	Each	USD 545.80
PD+ Subscription	350.00	Students	USD 4,091.50

 License and Subscription Totals: **USD 9,582.80**

Quote Total

Initial Term	17-AUG-2024 - 16-AUG-2025
Amount To Be Invoiced	USD 9,582.80

Fees charged in subsequent periods after the duration of this quote will be subject to an annual uplift. On-Going PowerSchool Subscription/Maintenance and Support Fees are invoiced at the then current rates and enrollment per existing terms of the executed agreement between the parties. Any applicable state sales tax has not been added to this quote. Subscription Start and expiration Dates shall be as set forth above, which may be delayed based upon the date that PowerSchool receives your purchase order. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote.

All invoices shall be paid before or on the due date set forth on invoice. All purchase orders must contain the exact quote number stated within. Customer agrees that purchase orders are for administrative purposes only and do not impact the terms or conditions reflected in this quote and the applicable agreement. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will be expired after 12 months.

This renewal quote will continue to be subject to and incorporate the terms and conditions of the main services agreement executed between PowerSchool and Customer that is in effect at the time of this quote, or if no such agreement is in effect, then the terms and conditions found at https://www.powerschool.com/MSA_Mar2024/, as may be amended.

By either (i) executing this quote or (ii) accessing the services described herein, Customer agrees that the subscription for such services will continue for succeeding subscription periods on the same terms and conditions as set forth herein (subject to a standard annual price uplift) unless Customer provides PowerSchool with a written notice of its intent not to renew at least sixty (60) days prior to the end of the current subscription period.

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC

Sequoia Union Elementary

Signature:

Signature:

A handwritten signature in black ink, appearing to read "Eric Shander". The signature is written in a cursive style with a large initial "E".

Printed Name: Eric Shander

Printed Name:

Title: Chief Financial Officer

Job Title:

Date: 27-APR-2024

Date:

PO Number: _____



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.21 Approve the Trafera Quote of \$15,223.57 for Student Chromebooks for the 2024-2025 school year

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

Bill to
Sequoia Union Elementary School District
Customer No: 72360
 PO Box 44260
 Lemon Cove CA 93244-0260
 USA

Ship to
Sequoia Union Elementary School
 23958 324th Ave
 Lemon Cove CA 93244
 USA

Quote Details
 Created: May 29, 2024
 Expiration: June 28, 2024
 Created by: Kristie Powell
 kristie.powell@trafera.com

Estimate No: E000120542

Contract
 OMNIA Contract #01-149

Products & Services

Items and Descriptions	Overview	Notes	Qty	Unit Price	Totals
HP 11 G9 EE CAM N4500 4G 32G 11"	HP Chromebook 11 G9 EE - 11.6" HD Anti-glare Display (1366 x 768) - Intel Celeron N4500 Dual-core (2 Core) 1.10GHz - 4GB LPDDR4x-4266 RAM - 32GB eMMC SSD - Chrome OS - Webcam - WiFi + BT - Manufacturer Warranty: 1 YEAR		30	\$307.00	\$9,210.00
Trafera CBN Warranty - Plat - 4 Yr - A	Trafera CBN Warranty - Plat - 4 Yr - Includes Accidental Damage Protection (Per device limit of ADP: Unlimited) - \$0.00 Deductible - Hardware Fail Covered - Spare Parts On-site (restrictions apply) - We Pay to Ship Both Ways - Theft / Loss (up to 2%; please see warranty statement for details) - 3-Year Battery warranty on New Chrome devices (Limit 1 replacement) - Stylus/EMR Pen/Apple Pencil coverage (restrictions apply) - Power Adapter 1 ADP Incident (restrictions apply)		30	\$0.00	\$0.00
Google Chrome Management Perpetual EDU	Google Chrome Management Perpetual EDU License		30	\$32.00	\$960.00
CA LCD Recycling Fee - Less than 15"	CA LCD Recycling Fee - Less than 15"		30	\$4.00	\$120.00

X13 G2 TCH CAM I5 11G 16G 512G SSD	Lenovo ThinkPad X13 Gen 2 Notebook			
	- 13.3" WUXGA (1920 x 1080) Anti-glare Touchscreen Display			
	- Intel Core i5-1145G7 Quad-core 2.60GHz Processor			
	- 16GB LPDDR4X-4266MHz On-board Memory			
	- 512GB M.2 NVMe SSD	6	\$649.00	\$3,894.00
	- Intel Iris Xe Graphics			
	- Wi-Fi 802.11ax + Bluetooth, Gigabit Ethernet			
	- Windows 11 Pro 64			
	- IR Front Camera/Webcam + Microphone			
	- Manufacturer Warranty: 3-year, Courier or Carry-in			

CA LCD Recycling Fee - Less than 15"	CA LCD Recycling Fee - Less than 15"	6	\$4.00	\$24.00
---	--------------------------------------	---	--------	---------

Subtotal \$14,208.00

Tax \$1,015.57

Total **\$15,223.57**

Net Terms **N30**

Comments

Freight included, *pricing valid while supply lasts.*

Please email purchase orders to: TeamKristie@trafera.com

Terms and Conditions

This quote is confidential and is to be viewed solely by individuals within the organization to whom it is addressed. Unauthorized distribution or disclosure of the contents of this quote is prohibited. If you are not from the organization addressed, please notify us immediately so we can prepare a quote specific to you. Prices and availability may change without notice prior to the quote expiration date.

Please Remit Checks to:

Trafera LLC
PO Box 208960
Dallas, TX 75320-8960

Questions? Contact me

Kristie Powell

kristie.powell@trafera.com



Trafera

2550 University Ave W, Suite 416 - S
St. Paul MN 55114
United States



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.22 Approve the Hapara Web Filtering Service Quote of \$5,460.60 for Student Chromebooks for the 2024-2025 school year

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

QUOTE

Sequoia Union Elementary School

Attention To:

Brandon Line

PO BOX 44260

LEMON COVE, CA 93244

United States

Issued by:

Beth Still

beth.still@hapara.com

Please make PO out to the following:

Cordance Operations LLC

16W Martin Street

Raleigh, NC 27601

United States

Quote Date

5/29/2024

Quote Number

00022408

Description	Quantity	Sales Price	Total Price
Recurring access to a client's existing deployment across the Class Management and Instructional Suite			
Order for Sequoia Union Elementary School	380.00	USD 6.37	USD 2,420.60
Your subscription runs from November 1, 2024 to October 31, 2025.			
Recurring access to the Web Filter module which provides district with AI based internet filtering and control	380.00	USD 6.00	USD 2,280.00
Recurring access to the Wellness module which provides mental health alerts and web monitoring			
Order for Sequoia Union Elementary School	380.00	USD 2.00	USD 760.00
Your subscription runs from November 1, 2024 to October 31, 2025.			
Total Price			USD 5,460.60

Due Date 10/31/2024

Thank you so much for letting us provide you with a quote for our services. The quote is valid for 60 days from the date of the quote ("Quote Date" above).

Please note that this quote does not include any applicable sales tax.

If you have any questions regarding pricing, please feel free to contact the sales representative who issued the email (the email is at the top of the quote).

Your purchase of our services is governed by and subject to the Terms of Service found by clicking [here](#).

Please email this Quote with your signature and your Purchase Order to your Hapara representative.

Agreed and accepted on behalf of the above-named customer:

By: _____, Authorized Signatory

Name: _____

Date: _____

Contact Details Please email Purchase Order to beth.still@hapara.com



Hapara, a business unit of Cordance Operations LLC



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.23 Approve the Job Description Changes to the Administrative Assistant Job Description to Include H.R. Generalist

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



SEQUOIA UNION | ELEMENTARY SCHOOL

Ken Horn, Superintendent/Principal

Administrative Assistant/HR Generalist

Confidential Salary Schedule: 12 month/ 260 days annually

The Sequoia Union Elementary School District is committed to the development of students with high moral integrity, academic excellence, and self-worth in a safe and supportive environment. The goal of Sequoia Union School District, made up of educators, parents, and the local community, is to give our students the skills to become independent, lifelong learners who will make a positive contribution to society.

About the District:

Sequoia Union Elementary School District is a public school serving 335 students in grades K-8 and is seeking a dynamic, collaborative, and student centered individual to join our amazing school community. We are looking for an exceptional person with a deep appreciation for students and the ability to support the needs of all learners. The new member of our staff must be able to work collaboratively with other professionals in a team environment.

About the Position:

Under general direction, the Administrative Assistant/HR Generalist will coordinate and perform complex secretarial and administrative support duties, including but not limited to reception, transcription of documents in established formats, administrative support to projects and programs, maintenance of student document filing and retrieval systems, private student records, and basic record keeping. The Administrative Assistant/HR Generalist will play a vital role in supporting the Human Resources department in various administrative tasks related to recruitment, employee benefits, payroll, and employee records management. This position provides general administrative support to the District Superintendent/Principal, and Business Manager.

Essential Duties and Responsibilities:

- Plans, schedules, and performs a variety of secretarial and clerical duties in support of the District or school that integrates academic, student activity, or other assigned cluster/work teams.
- Receives walk-in guests and telephone inquiries from a variety of individuals including students, parents, and administrators. Initiates and receives telephone calls, provides information and resolves matters as appropriate, or routes calls as necessary.
- Process data, prepares and retrieves reports, maintains accurate record of attendance reports and produces reports in the Districts Student Information System.
- Establishes and maintains filing systems on a variety of subject matters. Compiles information from various sources to produce or assist with internal and external reports.
- Prepares and expedites requests for inter/intra District transfers
- Prepares and types letters, memoranda, forms, reports, bulletins, handbooks, questionnaires, and documents with minimum direction.
- Responds to requests for information of a specialized or confidential nature requiring the use of discretion and judgment in explaining regulations and procedures.

Board Approval: June 20,2024

- Process orders, stores and issues office supplies.
- Performs other duties as assigned that support the overall objective of the position.
- Board related activities including building of board packet, board minutes, and other related duties.
- Data management Reporting: CBEDS, EEOC, CNIPS, & CDRC
- Arrange for travel & conferences
- Management of school district website
- Homeless & Foster Liaison
- Hiring and Onboarding:
 - Assist in the recruitment process by posting job openings on Edjoin.org, screening applications, and scheduling interviews.
 - Coordinate logistics for job fairs, career events, and recruitment initiatives.
 - Communicate with candidates regarding application status and assist with the onboarding process.
- Management of Employee Records:
 - Maintain employee records to ensure compliance with record-keeping requirements.
 - Assist on the implementation of electronic HR systems.
 - Provide general administrative support to the HR department including scheduling meetings, preparing documents, and organizing files.
 - Assist with HR related projects and initiatives as needed.
- Payroll Assistance:
 - Collaborate with the payroll department to ensure accurate and timely processing of employee payroll.
 - Maintain payroll records, including timesheets, attendance records, and deductions.
- Employee Benefits Administration:
 - Support the administration of employee benefits programs, including health insurance, retirement plans, and wellness initiatives.
 - Assist employees with inquiries related to benefits enrollment, eligibility, and claims.

Qualifications:

- **Knowledge and Skills:**
The position requires in-depth knowledge of office practices, procedures and equipment, including filing systems, receptionist and telephone techniques, and letter and report writing sufficient to train other staff members. Must be skilled in using and troubleshooting various standard office machines. Requires well-developed skill using the English language, grammar, spelling, punctuation, proofreading/editing, to prepare professional, esthetic correspondence. Requires sufficient human relations skills to present a positive image of the School, convey technical information to others, and use patience in dealing with a diverse population.
- **Abilities:**
Requires the ability to perform all of the duties of the position efficiently and in an open environment with interruptions and distractions. Must be able to perform clerical and secretarial work with speed and accuracy. Requires the ability to work cooperatively with staff, current and prospective students, external organizations, and the public using patience and courtesy. Requires the ability to maintain confidentiality of private and sensitive information.
- **Physical Abilities:**
The position incumbent must be able to function indoors in an office environment engaged in work of primarily a sedentary nature. Requires ambulatory ability to sit for extended periods of time, to use microcomputers and peripheral equipment, accomplish other desktop work, and to



move to various campus locations. Requires the ability to use near vision to read printed materials. Requires auditory ability to carry on conversations in person and over the phone. Requires the ability to retrieve work materials from overhead, waist, and ground level files. Requires manual and finger dexterity to write, use a pointing device and keyboard at an advanced rate, operate microcomputer, and to operate other standardized office equipment, requiring repetitive motions. Reasonable accommodations may be made to enable a person with a disability to perform the essential function of the position.

- **Working Conditions:**

Work is performed indoors where minimal safety considerations exist.

- **Education and Experience:**

High school diploma or equivalent, and college-level coursework in a general business discipline; supplemented by four (4) years progressively responsible experience providing administrative support in a school setting. Additional higher education may substitute for some experience.

- **Licenses and Certificates:**

May require a valid driver's license.



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.24 Approve the Kaweah Maintenance Quote to Deep Clean School and Memorial Building for the 2024-2025 school year

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



Kaweah Maintenance, Inc.

Estimate 3

\$4,880.00

Approved ✓

Estimate 3

Jun 14, 2024

Bill to

Sequoia Union Elementary School

jline@sequoiaunion.org

(559) 779-8312

PO Box 44260 Lemon
Cove, CA 93244

[Download Estimate PDF](#)

Description / Qty / Rate	Amount
Deep Clean Kitchen: This deep cleaning will include HEPA vacuuming, scrubbing the tile floor, extracting the dirty slurry with a wet vac, and applying a hospital grade disinfectant and floor finish. Deep cleaning will be performed on food prep surfaces, counters, sinks, ovens, stove, etc. Cleaning tasks will include dusting, wiping down hard surfaces, removing trash, detailed cleaning, sanitizing all high touch points with an EPA list-N approved disinfectant, removing cobwebs, cleaning ceiling vents and floor drains 1 x \$1,880.00	\$1,880.00
Deep Clean Restrooms: All student restrooms, staff restrooms, kitchen restrooms and Memorial Building restrooms will be deep cleaned. Deep cleaning will include HEPA vacuuming, scrubbing the tile floor, extracting the	\$3,000.00

dirty slurry with a wet vac, and applying a hospital grade disinfectant. Deep cleaning will be performed on sinks, toilets, urinals, walls, partitions and doors. Interior and exterior cobwebs will be removed. All windows
10 x \$300.00

and mirrors will be cleaned. Wax will be applied to any floors requested by Jerry Line.

Subtotal \$4,880.00

TAX 0% \$0.00

Total \$4,880.00

Total \$4,880.00

Payment instructions

You can mail a payment to: Kaweah Maintenance, Inc. PO Box 44293 Lemon Cove, CA 93244
Or you can pay with a card online at: www.kaweahmaintenance.com

English (United States) ▼

Powered by  Invoice2go
from bill

\$24 billion in payments processed each year



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.25 Approve the Micham Change Order for the A.D.A. exit ramp to the parking lot for the Tk-K New Construction

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

CHANGE ORDER REQUEST**COR 12**

TO: Sequoia Union Elementary School District
Ken Horn
23958 Avenue 234
Lemon Cove, CA 93244

DATE: 6/6/2024
COR NO: 12
CF NO:
PROJECT NO: 23043
VIA: Email

PROJECT: New TK-Kindergarten Classroom Wing at Sequoia Union
Elementary School
Sequoia Union Elementary School District
DSA #02-121389

Description: RFI#5 - R&R Mow-Strip

Attachments:

1 COR #12 - RFI#5 - R&R Mow-strip.pdf

Attached is COR #12 in the amount of \$12,544.00, with a time extension of 5 calendar days, for removal of the existing concrete curb on the west side of the planter, removal of the existing tree, and the removal of the existing chainlink fencing and gate shown on the last sheet of the COR document. This cost also includes new concrete curb and chainlink fencing and gate.

This cost could be reduced by some amount by limiting the removal and replacement of curb and fencing south of the existing planter.

This cost appears to be reasonable for the work involved and we recommend you accept it. Please review the attached Change Order Request and advise if it is acceptable.

Should you have any questions, please call.

Sincerely,

Scott Parish, Retired Principal, Consultant
MANGINI ASSOCIATES INC.

Cc:

Jerry Line (Sequoia Union Elementary School District)
Luke Smith (School Construction & Operation)



June 5, 2024

Mangini Associates INC.
4320 West Mineral King Ave.
Visalia Ca, 93291

RE: New TK CR Wing at Sequoia Union Elementary School
COR #12

Dear Ryan,

The following cost is per RFI#5. Please see the attached cost to remove and replace the section of said
mow-strip and provide new mow strip.

OEM Concrete	\$	2,612.50
Kroeker	\$	3,465.00
Valley Fence	\$	5,634.00

Subtotal	\$	11,711.50
O&P	5.00%	\$ 585.58
Subtotal	\$	12,297.08
B. Risk, Liability, Bond	2.00%	\$ 245.94
Subtotal	\$	12,543.02

Total COR #12	\$	12,544.00
Total Requested Days	5	

Please contact our office if you have any questions

Sincerely,

Steve Tindle
Vice President
Oral E. Micham, Inc.

Please note: OEM is asking for (5) days to be added to the contract to complete this scope of work. Daily rate for supervision and general requirements is \$833.00 per day. Total cost for (5) added days is \$4,165.00. The cost for days added will be submitted in a formal change order request at the end of the job should the job go beyond the scheduled completion date.

Job Name : Sequoia Union

BID DATE :

BID TIME :

CONTRACTOR: OEM TRADE: Concrete

Labor- Rate per hour= \$104.00

Cost Given per RFI 5

Added 1 Days

ITEM 1

Cost to add approximately 70lf of tall mowstrip (one side faced)

Set up and prep, 8 hrs	\$	800.00
---------------------------	----	--------

Pour and clean up 12 hrs	\$	1,200.00
-----------------------------	----	----------

Materials Concrete- 2.5 yard	\$	375.00
---------------------------------	----	--------

Subtotal	\$	2,375.00
----------	----	----------

O&P	10.00%	237.50
-----	--------	--------

Subtotal		2,612.50
----------	--	----------

B. Risk	0.60%	
---------	-------	--

Subtotal		2,612.50
----------	--	----------

Liability	0.60%	
-----------	-------	--

Subtotal		2,612.50
----------	--	----------

Bond	1.00%	
------	-------	--

BID TOTAL		2,612.50
-----------	--	----------

KROEKER, INC.

DEMOLITION AND RECYCLING CONTRACTORS
CA LIC 621866 A C12 C21 C57 C61/D06 HAZ ASB • AZ LIC 131453 A • NV LIC 50909 A

DIR # 1000006246

May 23, 2024

To: Oral Micham Inc.

Attn: Tim

Re: Sequoia Union TK/Kindergarten RFI # 05

Thank you for the opportunity to submit our proposal on the project referenced above. Below you will find our scope of work and pricing, along with a list of special provisions and exclusions.

Remove and properly dispose of tree, fencing, and mow strip as per request.

6 hrs. excavator @ \$ 225.00 per hr.	\$ 1,350.00
6 hrs. labor @ \$ 90.00 per hr.	\$ 540.00
6 hrs. semi @ \$ 160.00 per hr.	\$ 960.00
1 mobilization @ \$ 300.00 ea.	\$ 300.00
10% oh & p	\$ 315.00

TOTAL DUE THIS CHANGE. \$ 3,465.00

EXCLUSIONS:

Layout, access, permits, hazardous materials, after hours work, clearing & grubbing, turf/vegetation, irrigation lines, noise control, traffic control, lane closure, SWPP, dust/temp walls, protective covers, shoring, evacuation of fluids or Freon, surface preparation, boring, grading, excavate/backfill/compact, compaction testing, cutting, capping, or demo of utilities (not mentioned above), location of utilities not clearly marked, damage to existing facilities not clearly marked, standby time due to the general contractors or subs, air board notification, asbestos survey, or demo work for sub-trades (i.e., sawcut, break, and remove concrete, asphalt, coredrilling, etc.) unless specified above.

Best Regards,

Craig Chasmar
Estimator



4627 S. Chestnut Ave. • Fresno, CA 93725-9370
Tel (559) 237-3764 (FROG) • Fax (559) 268-3366 (DEMO)
Toll Free (800) J KROEKER (557-6353)
www.kroekerinc.com



Valley Fence Co.

3505 Lind Avenue

Clovis, CA 93612

Phone: (559) 294-0451 • Fax: (559) 294-0455

License #: 237348

Fax Transmittal

Date 06/05/2024

Company Micham Construction

Attention Tim Chansler

Fax Number Email

From Josh Bushnell

Number of Pages (Including Cover Sheet) 1

Job: Sequoia Union TK/Kindergarten

RFI # 05

Furnish and install new 6' high chain link fence @ East Side Parking Lot \$5,634.00

Exclusions: Demo, grading, staking, concrete mow strip, privacy slats, tree/root removal

REQUEST FOR INFORMATION

Project:	SEQUOIA UNION TK/KINDERGARTEN	RFI #:	05
Owner:	SEQUOIA UNION ELEMENTARY SCHOOL DISTRICT	Date	11/15/23
Contractor:	TIM CHANSLER@MICHAM CONSTRUCTION	Date Information Required:	ASAP
Architect:	MANGINI	Project #:	465

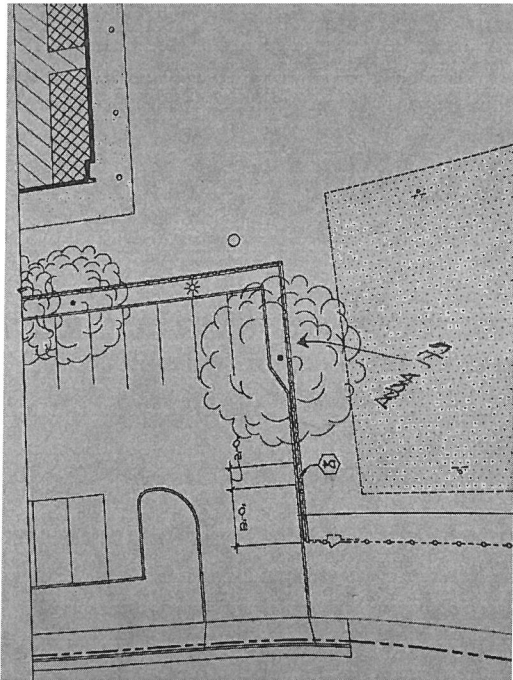
CLARIFICATION OR INTERPRETATION

Request For:

Specification Reference:

Drawing Reference

Located at the east side parking lot, the plans call to save most of the existing fence except where a new access gate is to be installed. About 20' north of the proposed access gate, the mow strip is cracked and raised due to tree roots. This mow strip is to align with a new concrete walkway to be installed at a later date, but as it exists this will not be possible unless the fencing, mow strip and probably the tree are removed. Let me know how to proceed.



PLEASE ADVISE

ATTACHMENTS:

CONTRACTOR'S CONTRACT STATUS:

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | NO CHANGE IN CONTRACT TIME OR SUM REQUIRED |
| <input checked="" type="checkbox"/> | CHANGE IN CONTRACT TIME MAY BE REQUIRED |
| <input checked="" type="checkbox"/> | CHANGE IN CONTRACT SUM MAY BE REQUIRED |

The undersigned certifies that the Contractor has thoroughly reviewed all Contract Documents and determines that the information requested is not contained in the Contract Documents.

CONTRACTOR NAME: Tim Chansler

ARCHITECT'S RESPONSE:

The new concrete walk grades are designed to be lower than the existing mow-strip due to its existing condition - not to flush to the existing mow-strip.

That being said, please provide a cost proposal to remove and replace the section of mow-strip circled below for the Owner's consideration. New mow-strip per detail 11/SD4.

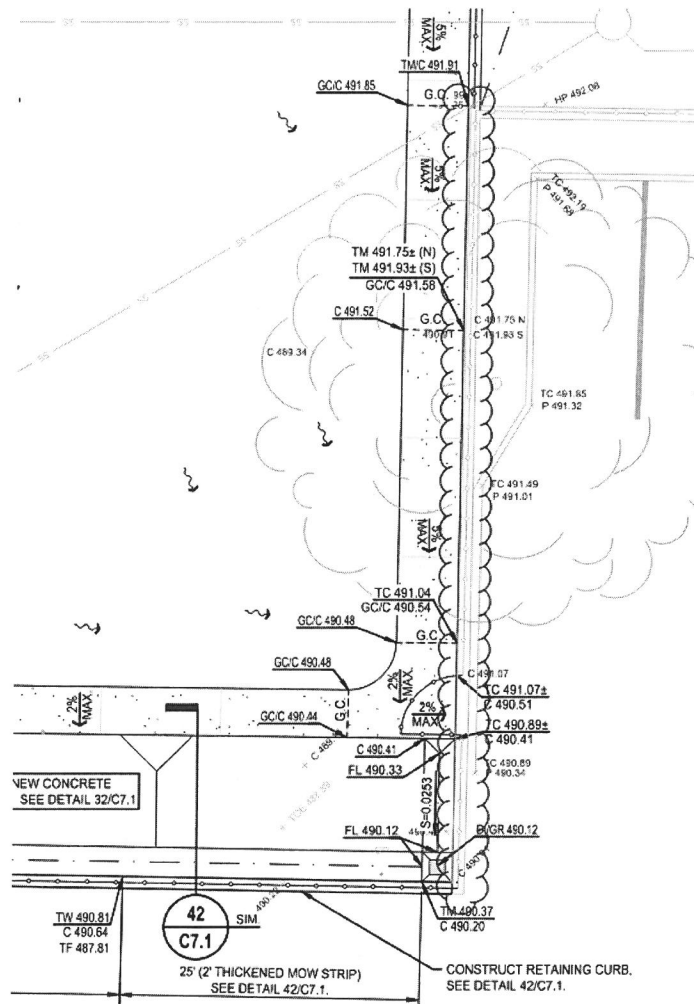
NO CHANGE IN CONTRACT TIME OR SUM REQUIRED
PROPOSAL REQUEST WILL BE ISSUED

ATTACHMENTS:

Architect: Ryan Morrelli

Date: 11.17.2023

Copies: Owner Inspector





SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.26 Approve the Micham Retention Payments for the New T-k/K Building Construction Project

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



465 - Sequoia Union TK				
Account Number	9001808			
		Retention	Paid	Balance
Progress Billing #1		\$ 21,277.30	\$ -	\$ 21,277.30
Progress Billing #2		\$ 17,486.03	-	17,486.03
Progress Billing #3		\$ 24,979.93	-	24,979.93
Progress Billing #4		\$ 19,701.52	-	19,701.52
Progress Billing #5		\$ 10,653.68	-	10,653.68
Progress Billing #6		\$ 28,278.08	-	28,278.08
Progress Billing #7		\$ -	-	-
				-
		<u>\$ 122,376.54</u>	<u>\$ -</u>	<u>\$ 122,376.54</u>



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6 OTHER ACTION ITEMS: 6.27 Approve the Micham Change Order for the New T-K/K Building Construction to Connect an A.D.A. Compliant walkway at grade to the existing Playground Blacktop Area

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

CHANGE ORDER REQUEST**COR 9R****TO:** Sequoia Union Elementary School District
Ken Horn
23958 Avenue 234
Lemon Cove, CA 93244**DATE:** 6/14/2024
COR NO: 9R
CF NO:
PROJECT NO: 23043
VIA: Email**PROJECT:** New TK-Kindergarten Classroom Wing at Sequoia Union
Elementary School
Sequoia Union Elementary School District
DSA #02-121389**Description:** Bulletin 12R - Concrete Walkway**Attachments:**

1 COR #9R - Bulletin 12R - Concrete Walkway.pdf

Attached is COR 9R in the amount of \$27,957.00, with a 5 calendar-day time extension, for adding a concrete walkway from the TK building to existing paving.

This price is reduced almost \$4,000.00 from the previous price.

This cost appears reasonable for the work involved and we recommend you accept it. We believe the time extension is NOT justified because Micham will complete the project long before the Contract Completion Date of November 26, 2024.

Please review the attached Change Order Request and advise if it is acceptable.

Should you have any questions, please call.

Sincerely,

Scott Parish, Retired Principal, Consultant
MANGINI ASSOCIATES INC.

Cc:Jerry Line (Sequoia Union Elementary School District)
Luke Smith (School Construction & Operation)



June 13, 2024

Mangini Associates INC.
4320 West Mineral King Ave.
Visalia Ca, 93291

RE: New TK CR Wing at Sequoia Union Elementary School
COR #9R

Dear Ryan,

The following cost is per Bulletin 12R. Please see the attached cost to add concrete walkway as indicated.

OEM Concrete		\$	12,177.00
Alvitre		\$	12,879.71
Rescom		\$	645.00
Subtotal		\$	25,701.71
O&P	5.00%	\$	1,285.09
Subtotal		\$	26,986.80
B. Risk, Liability, Bond	2.00%	\$	539.74
Subtotal		\$	27,526.53

Total COR #9R \$ **27,527.00**

Total Requested Days **5**

Please contact our office if you have any questions

Sincerely,

Steve Tindle
Vice President
Oral E. Micham, Inc.

Please note: OEM is asking for (5) days to be added to the contract to complete this scope of work. Daily rate for supervision and general requirements is \$833.00 per day. Total cost for (5) added days is \$4,165.00. The cost for days added will be submitted in a formal change order request at the end of the job should the job go beyond the scheduled completion date.

Job Name : Sequoia Union
BID DATE :
BID TIME :

CONTRACTOR: OEM TRADE: Concrete

Labor- Rate per hour= \$104.00

Cost Given per Bulletin 12R

Added 2 Days

ITEM 1

Cost to add approximately 1120 sqft of site concrete

Set up and prep, 32 hrs	\$	<u>3,328.00</u>
Pour and clean up 48 hrs	\$	<u>4,992.00</u>
Materials Concrete- 15 yard + Delivery	\$	<u>2,750.00</u>

Subtotal	\$	11,070.00
O&P	10.00%	1,107.00
Subtotal		12,177.00
B. Risk	0.60%	
Subtotal		12,177.00
Liability	0.60%	
Subtotal		12,177.00
Bond	1.00%	
BID TOTAL		12,177.00



741 N Branson Ct
Visalia CA 93291
Ph: (559) 358-6246
Lic# 1070758

Date: 6/13/2024
Bulletin 12R

JOB: Sequoia Union

ITEM #	QUANTITY	UNIT	DESCRIPTION	UNIT COST	TOTAL
1	1	LS	Mobilize, clear and grub proposed sidewalk, compact to 12" subgrade, import soil, compact, finish grade for sidewalk		
2	1	LS	Mobilize, finish grade to lines and grades after sidewalk installation		
			Please see cost breakdown attached below		
TOTAL:					\$12,879.71

Additional Comments: NOT INCLUDED: TESTING, PERMITS, STAKING, UNFORSEEN CONDITIONS, INSPECTION
NO OTHER WORK MEANT OR IMPLIED
PROPOSAL IS GOOD FOR 30 DAYS FROM ABOVE DATE

Accepted by: _____

Date: _____

Under the California Mechanics' Lien Law, any contractor, subcontractor, laborer, supplier, or other person or entity that helps to improve your property, but is not paid for his or her work or supplies, has a right to place a lien on your home, land, or property where the work was performed and to sue you in court to obtain payment.

Under the law, you may protect yourself against such claims by filing, before commencing such work of improvement, an original contract for the work or modification thereof, in the office of the County Recorder of the county where the property is situated and requiring that a contractor's payment bond be recorded in such office. Said bond shall be in an amount not less than fifty percent (50%) of the contract price and shall, in addition to any conditions for the performance of the contract, be conditioned for the payment in full of the claims of all persons furnishing labor, services, equipment, or materials for the work described in said Contract.

36-23 Bulletin 12R

Quantity	Units	Factor	Description	Unit Cost	Material	Labor	Equipment	Sub's
48 HRS		1	Labor	\$113.64		\$5,454.72		
16 HRS		1	Work pickup	\$55.00			\$880.00	
16 HRS		2	Skip loader	\$48.00			\$1,536.00	
16 HRS		1	10K roller	\$56.00			\$896.00	
16 HRS		1	2k water truck	\$65.00			\$1,040.00	
16 HRS		1	3 axle dump truck	\$150.00			\$2,400.00	
Sub Total Repair					\$0.00	\$5,454.72	\$6,752.00	\$0.00
Profit %					10.00%	10.00%	0.00%	10.00%
Profit					\$0.00	\$545.47	\$0.00	\$0.00
Sub Total					\$0.00	\$6,000.19	\$6,752.00	\$0.00
Total Cost					\$12,206.72			
Total profit					\$545.47			
Insurance					1.00%	\$127.52		
Bonding					1.40%			
Total w/Profit					\$12,879.71			



TONY H. TAYLOR, Owner - Chief Executive Officer
MARK S. TAYLOR, Owner - Vice President
LUIS F. LEMOS, Chief Financial Officer

6-07-2024

Attention: Tim / Matt / Estimating Department

Oral E. Micham, Inc.
P.O. Box 745
Woodlake, CA 93286

RE: BID FOR SOIL TREATMENT / VEGETATION CONTROL

(Bid Specification # 03 3000 Page 8 - 9)

NOTE #1: THIS BID INCLUDES ALL ADDENDUMS

Thank You for allowing RES COM to bid on the Herbicide Control at the New TK Kindergarten Classroom Wing at Sequoia Union ES (Bulletin 12-R Concrete Walkway) located at 23958 Avenue 324 Lemon Cove.

RES COM will furnish all equipment, labor, licenses, materials and services necessary to complete the Herbicide Control at the above location. We carry all necessary liability, auto and worker's compensation insurances and are members of the National Pest Control Association, Pest Control Operators of California and the Building Industry Association.

Since 1985 Taylor Brothers Inc. d.b.a. RES COM has been providing quality pest, termite, and weed control services throughout California.

Material to be used: Alligare SFM 75 will comply with 3.4 B in the specification.

Bulletin 12-R Concrete Walkway - Soil Treatment: \$ 645.00 based on approximately 1,120 square feet. 1 trip included.

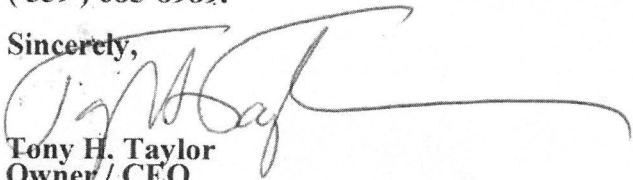
NOTE #2: There will be a trip charge of \$ 645.00 per trip if there are additional trips needed.

NOTE #3: This bid includes treatment as noted in the specification 03 3000 Page 8 (3.4 A).

This bid includes a One (1) year written guarantee. This bid will be kept on file and is good for 6 months from the date noted above.

If there are any questions regarding this bid please call me Toll Free at 1(888) 744-8989 or (559) 685-8989.

Sincerely,


Tony H. Taylor
Owner / CEO

NOTE #4 RES COM's office is approximately 40 minutes from the jobsite to provide you with prompt service with a 24 - 48 hours notice.

NOTE #5: The Healthy Schools Act must also be followed during the treatment process. The paperwork required to implement this is also included in the bid price. If more information is needed please give me a call.

NOTE #6: Contractors Registration # 1000009946

NOTE #7: Contractors License Number - QAL 96617



MANGINI

BARENG MORRELLI SCOTT

MANGINI ASSOCIATES INC.

4320 West Mineral King Avenue
Visalia, California 93291
(559) 627-0530

www.mangini.us

BULLETIN

NO. 12R

TO: Oral E. Micham Inc.
P.O. Box 745
Woodlake, CA 93286

PROJECT: New TK-Kindergarten CR Wing at Sequoia Union Elementary School
Sequoia Union Elementary School District

DATE: April 30, 2024
BULLETIN NO.: Twelve Revised
PROJECT NO.: 23043
DSA FILE NO.: 54-84
DSA APPL. NO.: 02-121389

- ☐ **Supplemental Instructions:** The Work shall be carried out in accordance with the following supplementary instructions, clarifications, or interpretations issued in accordance with the Contract Documents without change in Contract Sum or Contract Time. Proceeding with the Work in accordance with these instructions indicates your acknowledgment that there will be no change in Contract Sum or Contract Time.
- ☒ **Proposal Request:** Submit an itemized proposal for changes in Contract Sum and/or Time for to the proposed modifications to the Contract Documents described herein. **This is not a Change Order, a Construction Change Directive, or a direction to proceed with the changes to the Work described herein.**

BULLETIN DESCRIPTION:

Item B12R.1: Add concrete walkway as indicated in attached Drawings B12.1 and C3.1R-B12.

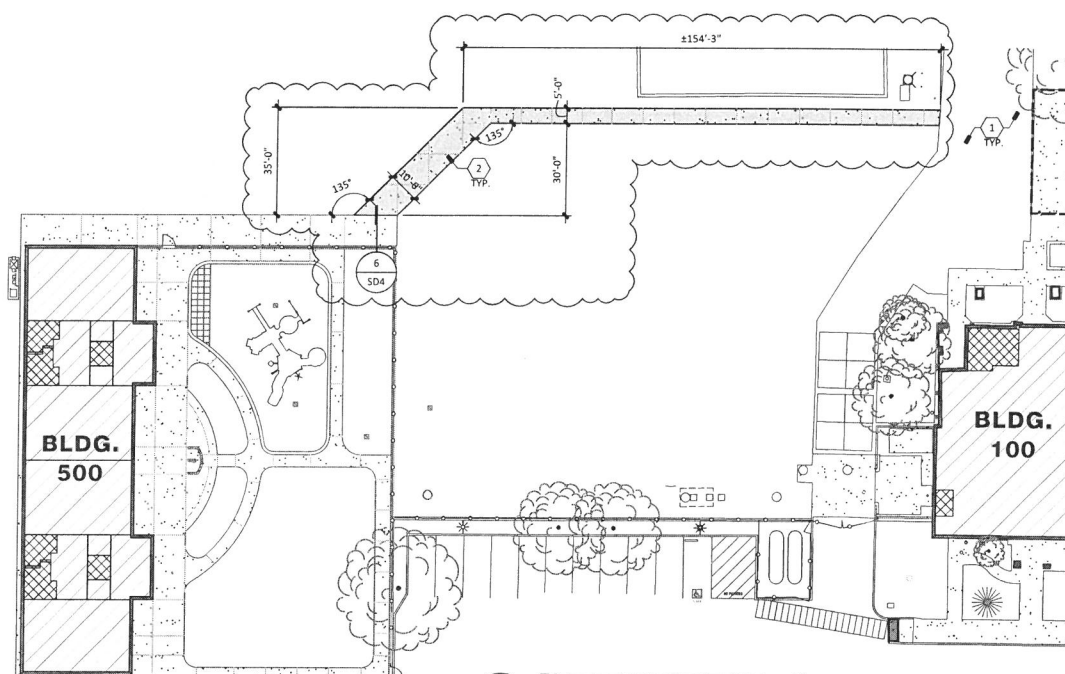
ATTACHMENTS: Drawing B12.1 dated 4.17.24
Drawing C3.1R-B12 dated 5.30.24

END BULLETIN NO. 12R

MANGINI ASSOCIATES INC.

By: Ryan Morrelli

Title: Architect

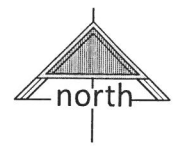


SITE PLAN LEGEND:

- (E) BUILDING
- NEW 4" CONCRETE WALK, SEE 1 SD4
- (E) CONCRETE
- PROPERTY LINE

SITE PLAN KEYNOTES:

- 1 (E) ASPHALT TO REMAIN, PROTECT
- 2 (N) CONCRETE WALK



SITE PLAN
SCALE: 1" = 30'-0"

DATE: 04.17.24

NEW TK-KINDERGARTEN CLASSROOM WING AT SEQUOIA UNION ELEMENTARY SCHOOL
SEQUOIA UNION ELEMENTARY SCHOOL DISTRICT
23958 AVENUE 324, LEMON COVE, CA 93244

FILE NO. 54-84

MANGINI ARCHITECTURE
INGENUITY

MANGINI ASSOCIATES INC.
1559 E. 212nd Ave. Office
Vashon, California 93281
www.mangini.us
(509) 627-0300 Fax
(509) 627-1261 Fax

SHEET NO.

B12.1
BULLETIN 12

PROJECT **23043**



MANGINI

ARCHITECTURE
INGENUITY

www.mangini.us
(559) 627-0530 Office
(559) 627-1926 Fax

MANGINI ASSOCIATES INC.
4320 West Mineral King Avenue
Vista, California 92081

Printed 12/Grading_23041_B112.dwg May 30, 2024 10:25am

SHEET NO.
C3.1R-B12
BULLETIN 12
PROJECT 23043



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

**6 OTHER ACTION ITEMS: 6.28 Approve the Mark Condie Inspections Modernization Project
Invoice #07 for \$7,000**

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

June 16,2024

Invoice #07
P.O.# 240919

Sequoia Elementary School District
23958 Ave. 324
Lemon Cove, Ca.
93244

Mr. Ken Horn
Superintendent/Principal

Mark Condie Inspections
2213 N.11th. Ave.
Hanford, Ca. 93230

Sequoia Elementary School T.K.Bldg. Project Billing Date
Billing Date May16,2024 to June15,2024

Description	Amount Contract	Billing To Date	Previous Billings	Billing
Services				
Inspection	\$98,000.00	\$42,000.00	\$7,000.00	\$7,000.00
Total	\$49,000.00	\$42,000.00	\$ 7,000.00	\$7,000.00

Total Amount Due: \$7,000.00

Thank you,

Mark Condie



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal



6 OTHER ACTION ITEMS: 6.29 Approve the Prop. 28: Arts & Music in School (AMS) Annual Report & Annual Certification

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

Prop. 28: Arts & Music in School (AMS) Annual Report & Annual Certification

Annual Report	EC 8820(g)(4)	LEA	Annual (available annually from 5/1 to 7/31 on the AMS web portal starting on 5/1/2024)	<p>This annual report must be board approved, submitted to the CDE through the Arts and Music in Schools Portal, and posted to the LEA's website.</p> <p>The mandated information for this report includes:</p> <ul style="list-style-type: none"> ▪ The number of full-time equivalent teachers, classified personnel, and teaching aides ▪ The number of pupils served ▪ The number of school sites providing arts education programs with AMS funds 	Yes (see audit procedure T3  (PDF))
Annual Certification	EC 8820(g)(1-3)	LEA	Annual (will become available to complete on the AMS web portal for the 2024–25 allocation from 5/1/25 through 6/30/25)	<p>Local educational agencies (LEAs) must annually certify that all funds will be used to provide arts education programs, among other assurances. See FAQ 26, conditions a–d, for the specific information the annual certification must include. Note that the certification must be kept for auditing purposes but is not required to be posted on the LEA web page or submitted to the CDE. To make this certification, access the Arts and Music in Schools Portal.</p>	Yes (see audit procedures T1, T2, T4, T5, T6 and T7  (PDF))

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2023-24

Name: Sequoia Union Elementary
CDS Code: 5472116-0000000
Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

The Sequoia Union Arts and Music Program for school year 2023-24 focused on providing music instruction to all students. The certificated music teacher taught an elective period of music to the students in 6th-8th grades and taught beginning music to the Tk-5th grades on a rotating schedule. The certificated music teacher also taught beginning and advanced music in the Expanded Learning Academy (After School Program). The music program culminated with a winter and end of year music performance for students, staff, and families.

2. Number of full-time equivalent teachers (certificated).	1.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	350
6. Number of school sites providing arts education.	1

Date of Approval by Governing Board/Body 6/17/2024 3:50:02 PM

Annual Report Data URL

https://www.sequoiaunion.org/apps/pages/index.jsp?uREC_ID=433391&type=d&pREC_ID=1092320

Submission Date 6/17/2024 4:05:45 PM



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

9 OTHER ACTION ITEMS: 9.1 Approve the Interdistrict Transfer In

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

Interdistrict IN
For Board Approval
2024-2025 School Year

Month: June 20

SSID #	Grade	District Coming from	Continuing/New
5125663427	8 th	Woodlake USD	New: Bullied at School