# Corning Union High School District Regular School Board Meeting

Date of Meeting: September 12, 2024

Time of Meeting: 6:45P.M.

Place of Meeting: CUHS Library

## **Agenda**

- 1. CALL TO ORDER
- 2. PLEDGE OF ALLEGIANCE
- 3. ROLL CALL

4. APPROVAL OF AGENDA/REORDERING OF AGENDA/ADDITION OF ITEMS Action

5. REPORTS

5.1	Student Board Member Report- Jerry Rodriguez	Information
5.2	Principal Reports- Justine Felton /Audri Bakke	Information
5.3	Fall Coaches Report- Scott Button CC, Melinda Robbins FH	Information
	John Studer FB, Paul Lequia Girls Tennis, Jess Flores VB	
5.4	Superintendent Report- Miguel Barriga	Information

#### 6. PUBLIC COMMENT ON CLOSED SESSION OR ITEMS NOT ON THE AGENDA

Under this item on the Agenda, the public is invited to address the Board regarding items that will be discussed in closed session or on any other matters within its jurisdiction. Individual speakers will be allowed up to 3 minutes to address the Board. The Board shall limit the total time for public input to 20 minutes. Please note that Government Code Section 54954.2(a) limits the ability of Board Members to respond to public comments. In addition, the Board may not take action on any item which is not on this agenda except as authorized by Government Code 54954.2.

#### 7. ADJOURN TO CLOSED SESSION

- 7.1 PUBLIC EMPLOYEE/DISCIPLINE/DISMISSAL/RELEASE/ RESIGNATION
- 8. REOPEN TO PUBLIC SESSION
- 9. ANNOUNCMENT OF ACTION TAKEN IN CLOSED SESSION, IF ANY

#### 10. CONSENT AGENDA ITEMS

**Action** 

All matters listed under the consent agenda are considered by the Board to be routine and will be enacted by the Board in one motion. Requests by a member of the Board to have any item removed from the

consent agenda for discussion will be honored without debate. Requests by the public to have an item taken off the consent agenda will be considered prior to the Board taking action.

10.1	Approval of Regular Board Meeting Minutes of August 8, 2024
10.2	Approval of Warrants
10.3	Interdistrict Attendance Requests
10.4	Human Resources Report
10.5	Surplus Equipment Form
10.6	Donation Intake Report
10.7	Approval of new library books
10.8	MOU between CUHSD & TCDE for CTE Preparation Program
10.9	MOA between CUHSD & TCDE for Live Scan Fingerprinting Program
10.10	Agreement between CUHSD & Mid Pacific Engineering, Inc.
10.11	Agreement between CUHSD & Center for Evaluation and Research, LLC
10.12	Agreement between CUHSD & CUESD for Implementation of pLTE Services

#### 11. ITEMS FOR DISCUSSION

### 11.1 Public Hearing for Resolution No. 470 - Instructional Materials

Public Input will be heard on Resolution No. 470.

## 11.2 LCAP Revision Update

Superintendent, Miguel Barriga will share updates made to the LCAP.

### 11.3 Rodgers Ranch Committee Meeting Review

Superintendent, Miguel Barriga will share updates from the meeting held on August 20, 2024.

#### 11.4 Review of The Governance Handbook

The Board will review the Corning Union High School District Governance Handbook which was last approved in December 2023

### 11.5 Review of Site Concept Drawing and the Site Survey Plan

The Board will review the Corning Union High School Site Concept Drawing and the Site Survey Plan from NMR.

#### 12. ITEMS FOR ACTION

#### 12.1 Approval of 2023-24 Unaudited Actual Financial Statements

The 2023-24 actual budget figures will be disclosed and the Board will be asked to approve them.

### 12.2 Resolution No. 470 -Instructional Material for the 2024-25 school year

The Board will consider approving Resolution No .470 and the textbooks list for the 2024-25 school year.

#### 12.3 Adoption of Gann Limit Resolution No. 471

The Board will consider a resolution adopting this year's Gann Limit.

This is a yearly action adopts the amount of state funding under state law.

## 12.4 Resolution No. 472 -Proposition 2 Local Community College, Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024

The Board will consider approving Resolution No 472 Proposition 2 Local Community College, Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024

#### 12.5 Approval of the Rodgers Ranch Projects for the 2024-25 School Year

The Board will consider approving projects discussed by the Rodger Ranch Committee which are projected to be completed during the 2024-25 school year.

## 12.6 Approval of Topographic Survey to Support Remodel of Shop

The Board will consider approving the topographic survey to support the remodel of the shop and installation of 2 classroom buildings at the cost of \$6,250.00

## 12.7 Approval of PGE Estimate for Existing Service Connections Change

The Board will consider approving Project No. P000316500 for the Corning Parking Lot project. The total cost is as follows:

Update Existing Electrical Service – Agency \$3,500.00

Total Engineering Advance \$3,500.00

### 12.8 Approval of Randy Hill Construction Change Orders 1-4

The Board will consider approving Change Orders 1-4 for the Corning Parking Lot and Softball Project:

7/31/24 \$93,053.02 8/29/24 \$49.,498.33 9/3/24 \$18,891.70 9/3/24 \$(13,795.25)

#### 12.9 Filing of Authorized Signatures for ASB Account at Banner Bank

The Board will consider removing the following:

Jared Caylor Charlie Troughton Christine Fears The Board will consider adding the following:

Myndee Albers Justine Felton Heather Felciano Jason Armstrong

Justine Felton, Jason Armstrong and Myndee Albers are currently on the account.

#### 12.10 Future Agenda Items

The Board will discuss the need for any future agenda items.

#### 13. ADJOURNMENT

Request for documents that are public record and are provided at the time of the meeting to a majority of the Governing Board regarding an open session item will be made available for the public inspection upon request to the Superintendent's Office located at 643 Blackburn Avenue, Corning, CA during normal business hours. Any individual that requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent's Office. The Board of Trustees recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early, informal resolution of complaints whenever possible and appropriate. The Board has also adopted policy and procedures for resolving complaints which cannot be resolved through an informal process. The Board has designated Jared Caylor, Superintendent as the compliance officer for complaints. All complaints shall be filed at the district office, 643 Blackburn Ave, Corning, CA 96021.

## Oath of Office

I, Jury Rodriguz do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation Freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

Governing Board Member - Corning Union High School District
Name of Office



Candidate's Signature

Subscribed and sworn to before me, this 12<sup>th</sup> day of September, 2024.

(Signature of Person Administering Oath)



(Title of Person Administering Oath)

## **Corning Union High School** Regular School Board Meeting

DATE August 8, 2024

TYPE OF MEETING:

Regular

TIME: 6: 45 P.M.

MEMBERS ABSENT:

Larry Glover (Partial)

PLACE: Corning Union High School

Library

VISITORS:

Denise VanWhy

Jared & Natalia Caylor

## MEMBERS PRESENT:

Jim Bingham, Larry Glover (Partial) Tony Turri, Cody Lamb Todd Henderson

## SCHOOL DISTRICT REPRESENTATIVES:

Miguel Barriga, District Superintendent Jason Armstrong, CUHS Principal Justine Felton, CUHS Associate Principal Audri Bakke, Centennial Principal Heather Felciano, Director of Special Education Cassie Riddle, HR Coordinator Jessica Marquez, Administrative Assistant to Superintendent

## THE CORNING UNION HIGH SCHOOL -

1. CALL TO ORDER:

The meeting was called to order at 6:45 p.m.by Board President,

Larry Glover.

2. PLEDGE OF ALLEGIANCE:

Board President, Larry Glover asked the Board and audience to stand

for the flag salute.

ROLL CALL: 3.

Board President, Larry Glover asked for a roll call.

Attendance is as follows:

- Tony Turri
- Jim Bingham
- Cody Lamb
- Todd Henderson
- Larry Glover

## 4. APPROVAL OF AGENDA/REORDERING OF AGENDA/ADDITION OF ITEMS:

A motion was made by Cody Lanb and seconded by Todd Henderson to approve the agenda.

Board Clerk, Tony Turri shared a few great things about Mr. Caylor.

- 1. Board Members sent him a farewell and thank you gift.
- 2. Thanked Jared for his 7 years of service as Superintendent.
- 3. The Board is excited about this career advancement at TCDE.
- 4. Jared Caylor was a Spartan and now a Cardinal.
- 5. As a parent, Tony Turri thanked him for bringing the school back together through many hardships.

Jared Caylor, spoke and thanked the Board for the opportunity to serve as Superintendent of the Corning Union High School District and appreciated everything that the district has done for him and his family. He will miss working at CUHSD and expressed his sincere gratitude.

There being no further discussion, the Board voted unanimously to approve the agenda as is.

The vote is as follows:

Larry Glover	Aye:	X	No:	Absent:	Abstain:
Tony Turri	Aye:	X	_No:	Absent:	Abstain:
Todd Henderson	Aye:	X	No:	Absent:	Abstain:
Cody Lamb	Aye:	X	No:	Absent:	Abstain:
Jim Bingham	Aye:	X	No:	Absent:	Abstain:

#### 5 .REPORTS

## 5.1 RANCH MANAGER REPORT:

Ranch Manager, Tony Rosiles reported on the following:

- The prices of walnuts are a concern and the district has invested a lot already.
- There was a lot going on at the Ranch this summer.
- The student workers are a concern for Tony. Some were involved and some didn't work much.
- · The students planted pumpkins.

The Board suggested having more standards for the student workers since they are paid employees. Board President, Larry Glover suggested that this is something that is discussed more at the Rodgers Ranch Committee Meeting.

## 5.2 SUPERINTENDENT Super REPORT:

Superintendent, Miguel Barriga shared the following:

• 9 days on the job- information overload.

- Miguel has gotten to know a lot of people and have unofficially met some staff in various departments.
- Miguel feels like he is back home.
- Miguel participated in a pre-construction meeting with Joe Fenske regarding the layout of the softball field and parking lot.
- Miguel spent ½ day at the Ranch and there is so much potential out there.
- Miguel would like to continue the focus on the culture here in the Corning Union High School District.
- Miguel officially thanked Mr. Caylor for his hard work and dedication here over the past 7 years.
- Miguel thanked the Board for the opportunity to service as the Superintendent of the district. This is a huge responsibility and he is committed to the community, staff and students and hopes to maintain and improve the district as a whole.
- Attendance is as follows:
  - CUHSD 1085 in June the enrollment was 1002.
     We will know more in the next week or two once all have enrolled and school gets going.

6. PUBLIC
COMMENT
ON CLOSED
SESSION
ITEMS
NOT ON THE
AGENDA:

There was none.

7. ADJOURN TO CLOSED SESSION:

The Board adjourned to closed session at 7:10 p.m.

8. REOPEN TO PUBLIC SESSION:

The Board reopened to public session at 7:41 p.m.

9. ANNOUNCMENT OF ACTION TAKEN IN CLOSED SESSION:

Board Clerk, Tony Turri shared that there was no action taken in closed session. Larry Glover had to leave the meeting so he will run the remainder of the meeting.

10. CONSENT AGENDA ITEMS:

A motion was made by Todd Henderson and seconded by Jim Bingham to approve the consent agenda items.

The Board had a question on warrants and asked for more information on the following:

- The ventilation upgrades
- Sinks and faucets

CBO, Diana Davisson shared that the the ventilation upgrades was part of the Cal Shape Grant but not sure where they ventilation was installed and regarding the sinks and faucets, those were in E4 and were replaced in house.

There being no further discussion, the Board voted unanimously to approve the consent agenda items.

The vote is as follows:

		Larry Glover Tony Turri Todd Henderson Cody Lamb Jim Bingham	Aye: X Aye: X Aye: X Aye: X Aye: X	No:No:No:No:No:No:No:No:No:	Absent: X Absent: Abse	Abstain: Abstain: Abstain: Abstain: Abstain: Abstain:
10.1	APPROVAL OF SPECIAL SCHOOL BOARD MEETING MINUTES:	Approval of Sp	ecial Board	Meeting	Minutes of Jur	ne 18, 2024.
10.2	APPROVAL OF REGULAR SCHOOL BOARD MEETING MINUTES:	Approval of Re	gular Board	l Meeting	Minutes of Ju	ne 20, 2024.
10.3	APPROVAL OF SPECIAL SCHOOL BOARD MEETING MINUTES:	Approval of Spo	ecial Board	Meeting l	Minutes of Jur	ne 25, 2024.
10.4	APPROVAL OF SPECIAL SCHOOL BOARD MEETING MINUTES:	Approval of Spo	ecial Board	Meeting l	Minutes of Jul	y 1, 2024.
10.5	APPROVAL OF SPECIAL SCHOOL BOARD MEETING MINUTES:	Approval of Spo	ecial Board	Meeting 1	Minutes of Jul	y 8, 2024.

10.6 APPROVAL
OF SPECIAL
SCHOOL
BOARD
MEETING
MINUTES:

Approval of Special Board Meeting Minutes of July 10, 2024.

10.7 APPROVAL OF SPECIAL

SCHOOL BOARD MEETING MINUTES: Approval of Special Board Meeting Minutes of July 18, 2024.

10.8 APPROVAL OF WARRANTS:

40268514-40268640,40268640-40269061, 40269061-40269145 40269145-40269481, 40269481-40269635, 40269635-40269869 40269948-40270161, 40270235-40270379, 40270380-402701623 40270624-40270805

Total of 219 Checks Net Check Amount \$1,007,286.

Cal Card Report

TOTAL NUMBER OF CHECKS 1 TOTAL: \$ 16,337.31

CHECK # 40271431 CK AMT \$16,377.31 US BANK

10.9 INTERDISTRICT REQUEST: The request for this month are as follows:

Aiyana Galvan, Jesse Pineda Madyson Prather, Tanner Prather Allison Roman, Julia Bernal-Flores Kaden Ross, Maylyn Salazar Jayce Carter, Kayden Jones Aubree Freund

10.10 HUMAN RESOURCES REPORT: Human Resources Reports is as follows:

Board Meeting Date:		8/8/24			
Action	Type	Name	Position	Effective	Background
New Hire	Vacancy	Vallejos Estrella, Christopher	Campus Supervisor (Centennial)	8/13/24	Filling New Position
Resignation	Voluntary	Hicks, Natalie	CUHS Physical Education Teacher	6/30/24	Voluntary Resignation
New Hire	Vacancy	Gonzalez Arroyo, Maria	Custodial/Maint I (6.5 hours)	7/16/24	Filling Vacancy of R.Reyes Classified Salary Schedule Range 12, step 4

				Filling Vacancy of J.Enos. Confidentia Mngmt Exempt
Vacancy		Director of MOT	0/5/04	Salary Schedule
Vacancy	Jardin, Matt	Director of Technology	8/5/24	Row D, Step 4 Filling Vacancy of D.Messmer Confidential Mngmt Exempt Salary Schedule Row F, Step 18
Vacancy	Ortega, Michelle	Ed Specialist, Mod/Servere	7/9/24	Filling Vacancy for M. Nelson, Certificated 182 day Salary Class II, Step I
Vacancy	Contreras- Orozco, Isaac	Grounds/Maint.	8/5/24	Filling Vacancy of M.Sanchez Classified Salary Schedule Range 15, Step 2
Vacancy	Islas, Eva	CUHS Physical Education Teacher	8/14/24	Filling the Vacancy of N.Hicks, Certificated 182 Salary Schedule Class I, Step 3
Voluntary		Centennial IBI	7/1/24	Voluntary Resignation
Voluntary	Melissa		6/7/24	Rescinded /Voluntary
Position		Adult Ed Student Service Tech	8/1/24	Adding 5 hours per week to equal 34 hours, eliminating part-time sub position
Stipend	Barriga, Francisco	Bilingual Stipend	Monthly	Classified Contract Article 8.1.1
Stipend	Arroyo, Maria	Shift Differential	Monthly	Classified Contract Article 8.1.4
Stipend	Joseph	Stipend	Monthly	Per Board Policy
Stipend	Jardin, Matthew	Cell Phone Stipend	Monthly	Per Board Policy
Stipend	Brown, Emily	Skills USA	Biannually	3% of Certificated Salary Schedule Class I, Step I
	Brown,			110% of base salary per Certificated
	Vacancy  Vacancy  Vacancy  Voluntary  Voluntary  Position  Stipend  Stipend  Stipend  Stipend	Vacancy Jardin, Matt  Vacancy Ortega, Michelle  Contreras-Orozco, Isaac  Vacancy Islas, Eva  Voluntary Runge, Rae Case, Melissa  Position  Stipend Barriga, Francisco Gonzalez Arroyo, Maria Fenske, Joseph Jardin, Matthew  Brown,	Vacancy Joseph Director of MOT  Vacancy Jardin, Matt Director of Technology  Ortega, Michelle Ed Specialist, Mod/Servere  Contreras-Orozco, Isaac Islas, Eva Cults Physical Education Teacher  Voluntary Runge, Rae Centennial IBI Case, Melissa Centennial Teacher  Position Barriga, Francisco Gonzalez Arroyo, Maria Fenske, Stipend Jardin, Stipend Brown,  Stipend Brown,  Director of MOT  Director of MOT  Director of MOT  Director of MOT  Ed Specialist, Mod/Servere  Grounds/Maint.  CUHS Physical Education Teacher  Centennial IBI  Case, Centennial Teacher  Adult Ed Student Service Tech  Stipend Stipend Stipend  Cell Phone Stipend  Cell Phone Stipend  Stipend Brown,	Vacancy     Joseph     Director of MOT     8/5/24       Vacancy     Jardin, Matt     Director of Technology     8/5/24       Vacancy     Ortega, Michelle     Ed Specialist, Mod/Servere     7/9/24       Contreras-Orozco, Isaac     Grounds/Maint. I     8/5/24       Vacancy     Islas, Eva     Cults Physical Education Teacher     8/14/24       Voluntary     Runge, Rae Centennial IBI Case, Melissa     Centennial Teacher     6/7/24       Position     Adult Ed Student Service Teacher     8/1/24       Stipend     Francisco Stipend Student Service Tech     8/1/24       Stipend     Stipend Monthly     Stipend Monthly       Stipend     Joseph Stipend Monthly     Cell Phone Stipend Monthly       Stipend     Matthew     Cell Phone Stipend Monthly       Stipend     Monthly       Brown,     Brown,

10.11 WILLIAMS QUARTERLY REPORT: No complaints were filed during the July quarter.

## 10.12 SURPLUS EQUIPMENT FORM:

Monthly Surplus Items are as follows:

	Corning Union Hi	gh School Distric	t				
Surplus Report							
Board Meeting Date:	8/1/24						
Received From	Description	Recommendation	Notes				
Corning Union High School	Upright Cabinets/Shelves	Surplus	These were used in Cafe Dept.				
Corning Union High School	Upright Cabinets/Shelves	Surplus	These were used in Cafe Dept.				
Corning Union High School	Lower Cabinet	Surplus	These were used in Cafe Dept.				

10.13 MOU BETWEEN RBJUHSD

&

CUHSD FOR SPEECH &

LANGUAGE

**SERVICES:** 

10.14 MOU

BETWEEN LMUSD

&

CUHSD FOR SPECIAL ED

SERVICES:

10.15 MOU

BETWEEN

RESD &

**CUHSD** 

FOR

TRANSPORTATION

**SERVICES:** 

10.16 INTER-

**AGENCY** 

**AGREEMENT** 

BETWEEN CUHSD

& KESD

FOR THE

NATIONAL SCHOOL

**LUNCH PROGRAM:** 

10.17 MOU BETWEEN

This MOU is between Red Bluff Joint Union High School District & Corning Union High School District for the provision of speech and language services from July 1, 2024 through June 30, 2025.

This agreement is between Corning Union High School District and Los Molinos Unified School District for the provision of Special Education Services

This agreements is between Corning Union High School District and Richfield Elementary School District for the provision of transportation services. The term of the agreement is July 1, 2024 through June 30, 2025.

This agreement is entered into on July 1, 2024 between Corning Union High School District and Kirkwood Elementary School District for the term of July 1m 2024 through June 30, 2025 for providing Breakfasts and Lunches under the National School Lunch Program.

This agreement is entered into by and between the Tehama County

## TCDE & CUHSD FOR THE PROVISION OF FRIDAY NIGHT LIVE CHAPTERS:

Department of Education and Corning Union High School District for provision of Friday Night Live Chapters at Corning Union High School and Centennial High School. The agreement is July 1, 2024 through June 30, 2025.

11. ITMES FOR DISCUSSION There were none.

12. ITEMS FOR **ACTION:** 

12.1 FACILITIES MASTER PLAN WITH NMR:

A motion was made by Todd Henderson and seconded by Jim Bingham to approve the agreement for Architectural Services for the Master Plan. This agreement is between NMR and CUHSD. This is a fixed fee of \$45,000.00 with reimbursable allowance of \$2,500.00. There being no further discussion, the Board voted unanimously to approve the Master Plan Agreement with NMR.

The vote is as follows:

Larry Glover	Aye:		_No:	Absent: X	Abstain:
Tony Turri	Aye:	X	_No:	Absent:	Abstain:
Todd Henderson	Aye:	_X	No:	Absent:	Abstain:
Cody Lamb	Aye:	X	No:	Absent:	Abstain:
Jim Bingham	Aye:	X	No:	Absent:	Abstain:

12.2 RESOLUTION NO. 469:

A motion was made by Cody Lamb and seconded by Todd Henderson to approve Resolution No. 469. This is approve the authorization of signatures for the CUHSD Master Endowment Trust Securities account and Income. There being no further discussion, the Board voted unanimously to approve Resolution No. 469.

The vote is as follows:

Larry Glover	Aye:		_No:	Absent: X	Abstain:
Tony Turri	Aye:	X	_No:	Absent:	Abstain:
Todd Henderson	Aye:	X	No:	Absent:	Abstain:
Cody Lamb	Aye:	X	No:	Absent:	Abstain:
Jim Bingham	Aye:	_X	_No:	Absent:	Abstain:

12.3 APPROVAL OF **AGREEMENT** BETWEEN CUHSD & CUESD FOR TRANSPORTATION **FACILITIES:** 

A motion was made by Cody Lamb and seconded by Todd Henderson to approve the Transportation Facilities Agreement. This agreement may be amended by mutual, written approval of both districts.

Board Member, Cody Lamb asked about the agreement and wanted to ensure that we are not going backwards. Diana Davisson shared that there is a lot of tracking of the monthly expenses but she has some good spreadsheets and Shawn is very helpful. Joe's and Shawn's time is included in the work isn't super extensive.

Board Member, Cody Lamb suggested Diana track her time in case we need to include this on the next agreement.

CENT					
The	vote	2 18	as	tol	lows:

Larry Glover	Aye:		No:	Absent: X	Abstain:
Tony Turri	Aye:	X	No:	Absent:	Abstain:
Todd Henderson	Aye:	X	No:	Absent:	Abstain:
Cody Lamb	Aye:	X	No:	Absent:	Abstain:
Jim Bingham	Aye:	X	No:	Absent:	Abstain:

12.4 APPROVAL
OF AGREEMENT
BETWEEN
CUHSD &
ZANE SCHREDER:

A motion was made by Todd Henderson and seconded by Cody Lamb to approve the agreement between CUHSD & Zane Schreder for services of a construction manager for planning and oversight of district construction projects. There being no further discussion, The Board voted unanimously to approve the contract to approve the contract between CUHSD & Zane Schreder.

#### The vote is as follows:

Larry Glover	Aye:		No:	Absent: X	Abstain:
Tony Turri	Aye:	X	No:	Absent:	Abstain:
Todd Henderson	Aye:	X	No:	Absent:	Abstain:
Cody Lamb	Aye:	_X	_No:	Absent:	Abstain:
Jim Bingham	Aye:	X	No:	Absent:	Abstain:

12.5 APPROVAL
OF THE
REVISED CLASSIFIED
MANAGEMENT
EXEMPT
SALARY SCHEDULE:

A motion was made by Todd Henderson and seconded by Jim Bingham to approve the newly revised Classified Management Exempt Salary Schedule. There being no further discussion, the Board voted unanimously to approve the revised salary schedule.

#### The vote is as follows:

Larry Glover	Aye:		_No:	Absent: X	Abstain:
Tony Turri	Aye:	X	No:	Absent:	Abstain:
Todd Henderson	Aye:	X	No:	Absent:	Abstain:
Cody Lamb	Aye:	X	No:	Absent:	Abstain:
Jim Bingham	Aye:	X	No:	Absent:	Abstain:

12.6 APPROVAL OF NEWLY ELECTED ADULT EDUCATION CONSORTIUM REPRENTATIVE:

A motion was made by Cody Lamb and seconded by Jim Bingham to elect Audri Bakki as the new Adult Education Consortium Representative. There being no further discussion, the Board voted unanimously to approve Audri Bakke as the new representative.

Larry Glover	Aye:		No:	Absent: X	Abstain:
Tony Turri	Aye:	X	No:	Absent:	Abstain:
Todd Henderson	Aye:	X	No:	Absent:	Abstain:
Cody Lamb	Aye:	X	No:	Absent:	Abstain:
Jim Bingham	Aye:	X	No:	Absent:	Abstain:

12.7 FILING OF AUTHORIZED SIGNATURES: A motion was made by Todd Henderson and seconded by Cody Lamb to approve the authorized signatures to be Miguel Barriga and Diana Davisson for the Corning Union High School District for Budget Revisions, Interfund Transfers and Payment of Expenditures in accord with the provision of Education Code 42600. Board Member, Jim Bingham wants to ensure that there are two people as signers on the Endowment Trust account. There was a

discussion that there needs to be 2 people and currently that is Miguel and Diana. Moving forward CBO, Diana Davisson will try to keep the Board informed on any major transactions if needed. After discussion, Miguel will follow up on this with Eric Moxon and get back the Board. There being no further discussion, the Board voted unanimously to approve the filing of authorized signatures.

-					4
The	vote	18	as	tol	lows:

Larry Glover	Aye:		No:	Absent: X	Abstain:
Tony Turri	Aye:	X	No:	Absent:	Abstain:
Todd Henderson	Aye:	X	No:	Absent:	Abstain:
Cody Lamb	Aye:	X	No:	Absent:	Abstain:
Jim Bingham	Aye:	X	No:	Absent:	Abstain:

## 12.8 FILING OF ACCOUNT SIGNATURES:

A motion was made by Todd Henderson and seconded by Cody Lamb to approve removing Jared Caylor and adding Miguel Barriga to all of the local bank accounts. There being no further discussion, the Board voted unanimously to approve the request to remove Jared Caylor and add Miguel Barriga to all of the local bank accounts.

### The vote is as follows:

Larry Glover	Aye:		_No:	Absent: >	Abstain:
Tony Turri	Aye:	X	No:	Absent:	Abstain:
Todd Henderson	Aye:	X	No:	Absent:	Abstain:
Cody Lamb	Aye:	X	No:	Absent:	Abstain:
Jim Bingham	Aye:	X	No:	Absent:	Abstain:

12.9 ENGLISH LEARNER AUTHROIZATION WAIVER REQUEST: A motion was made by Todd Henderson and seconded by Cody Lamb to approve the Variable Term Waiver Request for Melissa Jones. This waiver is a CTE Credential with English Learner Authorization. There being no further discussion, the Board voted unanimously to approve the waiver request.

#### The vote is as follows:

Larry Glover	Aye:		No:	Absent: X	Abstain:
Tony Turri	Aye:	X	_No:_	Absent:	Abstain:
Todd Henderson	Aye:	X	No:	Absent:	Abstain:
Cody Lamb	Aye:	X	No:	Absent:	Abstain:
Jim Bingham	Aye:	X	_No:	Absent:	Abstain:

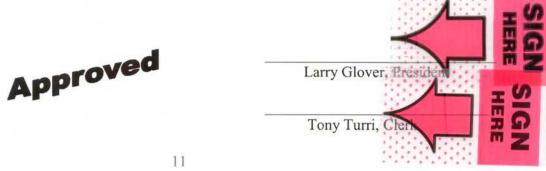
## 12.10 PROVISONAL INTERNSHIP PERMIT REQUEST:

A motion was made by Cody Lamb and seconded by Todd Henderson to approve the Provisional Internship Permit request for Michelle Ortega. This is an Education Specialist permit for Extensive Support Needs. There being no further discussion, the Board voted unanimously to approve the Provisional Internship Permit Request.

#### The vote is as follows:

Larry Glover	Aye:		No:	Absent: X	Abstain:
Tony Turri	Aye:	X	No:	Absent:	Abstain:
Todd Henderson	Aye:	X	No:	Absent:	Abstain:

	Cody Lamb Jim Bingham	Aye:	X	No:	Absent:	Abstain:Abstain:
12.11 APPROVAL	A motion was m	ade by	Todd	Henderso	on and seconde	ed by Cody Lamb to
OF THE	approve the agre	ement	betwe	en Cornir	ng Union High	School District and
AGREEMENT	Nichols, Melbur	g & Ro	ssetto	for the C	orning High S	School Building
BETWEEN CUHSD & NMR	Modernization P	roject.	The	Board dis	cussed the foll	owing details:
FOR THE	D1M1	C 1 T	1	11111		
	Board Member,					
CORNING UNION	Zane and Dean to					
HIGH SCHOOL	actual budget is.	Superi	ntend	ent, Migu	el Barriga will	work on this.
SHOP BUILDING	There being no fi	irther d	iscus	sion, the I	Board voted un	nanimously to approv
MODERNIAZATION PROJECT	the modernization					11
	The vote is as	follow	s:			
	Larry Glover	Aye:		No:	Absent: X	Abstain:
	Tony Turri	Aye:	X	No:	Absent:	Abstain:
	Todd Henderson		X	No:	Absent:	Abstain:
	Cody Lamb	Aye:	X	No:	Absent:	Abstain:
	Jim Bingham	Aye:	X	No:	Absent:	Abstain:
12.12 APPROVAL OF THE PROP 28 ANNUAL REPORT:	approve the P Annual Report California De	roposit rt for Fi partme	ion 2 iscal ' nt of	8 Arts and Year 2023 Education	Music in Sch 3-24. This repo a. There being	by Todd Henderson ools Funding ort is required by the no further discussion 28 Annual Report.
	The vote is as	follow	s:			
	Larry Glover	Aye:		No:	Absent: X	Abstain:
	Tony Turri	Aye:	X	No:	Absent:	Abstain:
	Todd Henderson		X	No:	Absent:	Abstain:
	Cody Lamb	Aye:			Absent:	Abstain:
	Jim Bingham		X	No:	Absent:	
12.15 FUTURE AGENDA ITEMS:	The Board requ					
	i. Board	WOIKSI	Top 10	of the selfe	Joi Iaiii.	
13. ADJOURNMENT:	A motion was	made b	v Coo	ly Lamb a	and seconded h	y Todd Henderson



Checks Da	nea 06/01/20	024 through 08/29/2024			Board Meeting	Date 9/12/2
Check	Check				Expensed	Check
Number	Date	Pay to the Order of	Fund-Object	Comment	Amount	Amoun
40271406	08/01/2024	AMAZON CAPITAL SERVICES, INC	01-4200	STRIVE MAT/SUPP	46.26	
			01-4300	BUS OFC SUPPLIES	189.89	
				MONITOR AND MOUNT FOR MYNDEE	404.32	
				MONITORS AND MOUNT FOR EMILY BROWN	295.50	
				PSYCH- OFFICE SUPPLIES	96.73	1,032.7
40271407	08/01/2024	CDW GOVERNMENT	01-4300	CABLE MANAGEMENT RACEWAY	168.20	
				CHROMEBOOKS	3,875.00	
				PROJECTOR MOUNTS	339.12	4,382.3
40271408	08/01/2024	CITY OF CORNING	01-5502	COR 154,155,194 CUHSD WATER/SEWER	3,778.94	
				COR 157 TRANS WATER/SEWER	90.40	
				COR 37,176 CENT WATER/SEWER	629.46	4,498.8
40271409	08/01/2024	COASTAL BUSINESS SYSTEMS, INC.	01-5620	COPY CENTER COPIERS	2,853.28	
				CUHSD COPIERS	5,915.02	8,768.3
40271410	08/01/2024	CORNING CARPET	01-5600	FLOORING FOR OFFICE/STORE ROOM	2,233.93	
			14-5800	ADULT SCHOOL BATHROOM FLOOR	1,650.00	3,883.9
40271411	08/01/2024	CORNING LUMBER COMPANY	01-4300	M&O SUPPLIES		18.8
40271412	08/01/2024	ENVOY PLAN SERVICES C/O US OMNI-TSACG COMPLIANCE	76-9519	TSA 403B FEES		62.4
40271413	08/01/2024	ITSAVVY LLC	01-5833	BARRACUDA BACKUP RENEWAL		6,959.6
40271414	08/01/2024	J-2 CONTAINERS & STORAGE LLC	01-4300	2 LARGE STORAGE CONTAINERS	4,707.74	
			01-4400	2 LARGE STORAGE CONTAINERS	4,707.74	9,415.4
40271415	08/01/2024	LES SCHWAB	01-5600	TRANS TIRE/SERVICE		86.2
40271416	08/01/2024	MILLER GLASS ORLAND	01-5600	GLASS REPAIR	323.57	
				Unpaid Sales Tax	1.50-	322.0
40271417	08/01/2024	NICHOLS-MELBURG & ROSSETTO AIA & ASSOCIATES, INC	01-6170	NEW STU PLOT/SOFTBALL		11,116.5
40271418	08/01/2024	OFFICE DEPOT	01-4300	PAPER AND TISSUE FOR SCHOOL		1,637.3
40271419	08/01/2024	OLIVE CITY AUTO PARTS DERODA.INC	01-4300	M&O SUPPLIES	180.20	
			01-4315	TRANS DETAILING SUPPLIES	349.98	530.1
40271420	08/01/2024	PG&E	01-5503	R FARM 3914 ELECTRIC/8947-8 START 12/2022		478.7
40271421	08/01/2024	PG&E	19-5503	RANCH 4916 & 7250 ELECTRIC		650.3
40271422	08/01/2024	PG&E	01-5503	CUHS ELECTRIC/GAS 6218	24,004.56	A.T. H. M.
u endrument States (	a reconstitute and the	1.0 (No. 24)542	01-5504	CUHS ELECTRIC/GAS 6218	731.45	24,736.0
40271423	08/01/2024	PG&E	19-5503	RANCH 4916 & 7250 ELECTRIC		1.824.0
40271424	08/01/2024		01-5503	R FARM 3914 ELECTRIC/8947-8 START 12/2022		1,932.3

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

Page 1 of 9

Check	Check				Expensed	Check
Number		ay to the Order of	Fund-Object	Comment	Amount	Amount
40271425	08/01/2024 PG&E		01-5503	CUHS ELECTRIC/GAS 6218		33,258.31
40271426	08/01/2024 PLATINUM ENT DBA	MOULE'S TEHAM A CO GLASS	14-5600	3 DOORS INSTALLED	5,064.71	
				REPLACING CARDINAL NEST EXTERIOR DOOR	4,029.29	
				Unpaid Sales Tax	21.10-	9,072.90
40271427	08/01/2024 S&K SEAL & STRIPE		14-6170	ANNUAL PARKING LOT SEALING AND STRIPING		15,000.00
40271428	08/01/2024 SITELOGIQ PUBLIC S	SECTOR CALIF	01-5800	CEC BENCHMARK REPORTING		700.00
40271429	08/01/2024 SMARTTRASH		01-5800	COMPACTOR MONITOR		80.08
40271430	08/01/2024 SOUTH AVENUE ACE	HARDWARE	01-4300	M&O SUPPLIES	258.39	
				SUMMER WORKABILITY PROGRAM	72.77	331.10
40271431	08/01/2024 U.S. BANK CORPORA	ATE PAYMENT SYSTEM	01-4300	ASSETS- B-1 ARCADE	623.84	
				NEW PSYCH- CHAIR MAT	61.41	
				PSYCH- OFFICE FURNITURE	1,108.79	
				REOPENING WINDOW IN ASB OFFICE	171.32	
				STAINED GLASS SUPPLIES	111.76	
				VACUUM HOSE REPLACEMENT	25.84	
				WORKABILITY INCENTIVES 6/20 & 6/27	93.20	
			01-5200	6/22-27 D TINKER CATA SUMMER CONF SLO	1,872.38	
				6/22-27 M JONES CATA SUMMER CONF SLO	1,872.38	
				6/22-27 R SAFFORD CATA SUMMER CONF SLO	1,872.38	
				6/22-6/27 E BROWN CATA SUMMER CONF@SLO	1,576.56	
				6/23-27 S RICHARDSON CATA SUMMER CONF SLO	1,313.48	
				6/23-6/27 A JOHNSTON CATA SUMMER CONF@SLO	1,405.48	
				7/11-7/16 R BOGARIN STN EXPO RENO	778.40	
				7/11-7/16 S BOWLING STN EXPO RENO	778.40	
			01-5800	CBO EXAM	400.00	
				ONLINE CPR CLASSES FOR COACHES	210.00	
				RUCKUS CONTROLLER SSL CERTIFICATE	199.98	
			01-5833	MONNIT TEMP MONITORIING SUBSCRIPTION	45.00	
				SUBSRIPTION TO ED PUZZLE FOR YEAR	13.50	

905 - Corning Union High School

Checks be approved.

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Check	Check	THE RESIDENCE OF THE PARTY OF T				01
Number	Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Chec
40271431	08/01/2024	U.S. BANK CORPORATE PAYMENT SYSTEM	01-7438	SOLAR LOAN PAYMENT	60.90	
			01-7439	SOLAR LOAN PAYMENT	30.45-	
			14-4300	REPLACE SINKS AND FAUCETS IN E4	1,772.76	16,337.3
40271432	08/01/2024	VESTIS GROUP DBA ARAMARK	01-5500	TRANS LAUNDRY SVC		50.0
40271433	08/01/2024	W.W. GRAINGER, INC.	01-4300	CUSTODIAL SUPPLIES	785.17	
				MAINTENANCE SUPPLIES	922.16	1,707.
40271562	08/02/2024	ALBERS, MELINDA S	01-5202	MILEAGE		16.3
40271563	08/02/2024	ALEX KAJITANI DBA KAJITANI EDUCATION	01-5800	KAJITANI EDUCATION GUEST SPEAKER		7,500.
40271564		AMAZON CAPITAL SERVICES, INC	01-4300	BUS OFC SUPPLIES	82.37	
				FELCIANO OFFICE	54.56	136.
40271565	08/02/2024	AT&T	01-5901	CALNET 3 -TELEPHONE SVC 581/582/57893		354.
40271566	08/02/2024	AT&T MOBILITY SPECTRUM	01-5901	AT&T MOBILITY		266.
40271567		BOWLING, SHAWN W	01-4300	REIMBURSEMENT	8.50	200.
			01-5202	REIMBURSEMENT	26.80	35.
40271568	08/02/2024	CDW GOVERNMENT	01-4300	CHROMEBOOKS	36,520.83	00.
			01-5833	RUCKUS ANALYTICS	2.478.00	38,998.
40271569	08/02/2024	DS SERVICES OF AMERICA DBA ALH AMBRA	01-5800	TRANS WATER SERVICE	2,170.00	115.
40271570		EWING IRRIGATION	01-4300	ATHLETICS SUPPLIES	431.54	110.
			01 1000	M&O SUPPLIES	1.977.76	2,409.
40271571	08/02/2024	HUNT & SONS, INC	01-4311	FUEL GAS	1,487.02	2,100.
			01-4312	FUEL DIESEL	2,033.41	3,520.
40271572	08/02/2024	JACK SCHREDER & ASSOCIATES	35-5800	2023 SCHOOL FACILITY PROGRAM	2,000.77	185.
40271573	08/02/2024	MJB WELDING SUPPLY	01-4300	CYLINDER EXCHANGE FOR 23-24		13.
40271574	08/02/2024	OFFICE DEPOT	01-4300	BOARD SUPPLIES		118.
40271575		OLIVE CITY AUTO PARTS DERODA.INC	01-4300	M&O SUPPLIES	54.06	110.
			19-4300	RANCH-VARIOUS MATERIALS/SUPPLIES	191.55	245.
40271576	08/02/2024	PACE ENGINEERING	01-6170	BUS CHARGING INFRASTRUCTURE		2,820.
40271577	08/02/2024	PC PARTS PLUS CHROMEBOOKPARTS	01-4300	CHROMEBOOK SCREENS		430.
40271578		PITNEY BOWES PURCHASE POWER	01-5904	24/25 PURCHASE POWER 4538		15.
40271579		PITNEY BOWES PURCHASE POWER	01-5904	23/24 PURCHASE POWER 4538		874.
40271580		REDDING PAINT MART INC	14-4300	PAINT SUPPLIES		165.
40271581		SOUTH AVENUE ACE HARDWARE	01-4300	M&O SUPPLIES	222.90	
			14-4300	PAINT SUPPLIES	64.50	
			19-4300	RANCH-VARIOUS MATERIALS/SUPPLIES	78.70	
			10 1000	Unpaid Sales Tax	.01	366.
40271582	08/02/2024	TEHAMA CO DEPT OF EDUCATION	01-5830	FINGERPRINTING SERVICE	.01	111.

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Check	Check				Expensed	Chec
Number	Date	Pay to the Order of	Fund-Object	Comment	Amount	Amour
10271583	08/02/2024	THE PAPE GROUP, INC KENWORTH	01-4300	M&O SUPPLIES 7102358	66.63	
				Unpaid Sales	Tax .31	66.9
10271584	08/02/2024	VESTIS GROUP DBA ARAMARK	01-5500	TRANS LAUNDRY SVC		50.0
10271968	08/13/2024	A-Z BUS SALES	01-4300	TRANS PARTS/SUPPLIES		141.2
10271969	08/13/2024	ACSA FEA CREDENTIAL OFFICE	01-5300	2024-2025 ACSA MEMBERSHIP FOR ADI	MIN	5,006.1
10271970	08/13/2024	AMAZON CAPITAL SERVICES, INC	01-4300	BUS OFC SUPPLIES	59.15	
				CABLING AND TECH SUPPLIES	1,005.58	
				PE SUPPLIES	31.22	1,095.
10271971	08/13/2024	CALIFORNIA SCHOOL BOARDS ASSOC C/O WESTAMERICA BANK	01-5300	24-25 CSBA MEMBERSHIP	8,704.00	
			01-5800	7/1/24-6/30/25 GAMUT POLICY/POLICY PLUS MEMBER	5,425.00	14,129.
10271972	08/13/2024	COASTAL BUSINESS SYSTEMS, INC.	01-5620	COPY CENTER COPIERS	2,994.34	
		•	27.42	CUHSD COPIERS	3,285.12	6,279.
10271973	08/13/2024	CONSOLIDATED ELECTRICAL DIST.	01-4300	M&O SUPPLIES	232.74	
				Unpaid Sales		231.
0271974	08/13/2024	CORNING LUMBER COMPANY	01-4300	M&O SUPPLIES		82.
10271975		EWING IRRIGATION	01-4300	M&O SUPPLIES		3,804.
10271976	08/13/2024	GOLD STAR FOODS, INC	13-5800	FEES FOR COMMODITY STORAGE		58.
10271977	08/13/2024	GREEN WASTE OF TEHAMA	01-5506	DISPOSAL R-FARM 4018-2763626	234.99	
			19-5506	DISPOSAL FARM-RANCH 4018-2783982	234.99	469.
10271978	08/13/2024	ITSAVVY LLC	01-4400	LAPTOP FOR PSYCH		1,571.
10271979	08/13/2024	JRD FOOD SERVICES CORNING PAPA MURPHY'S PIZZA	13-4700	NSLP FOOD		1,005.
10271980	08/13/2024	LA RUE COMMUNICATIONS	01-5900	BUS RADIOS		300.
10271981	08/13/2024	LYNCH, CAROLYN L	01-5202	MILEAGE TCDE		28.
10271982	08/13/2024	NORTH VALLEY DISTRIBUTING	01-4300	FURN COIL		153.
0271983	08/13/2024	NUTRIEN AG SOLUTIONS	19-4300	ORCHARD - CHEMICALS/FERTILIZER		57.
0271984	08/13/2024	O'REILLY AUTO PARTS	01-4300	MATERIALS/SUPPLIES		6.
0271985	08/13/2024	OFFICE DEPOT	01-4300	NEW DESK FOR MYNDEE OFFICE		254.
0271986	08/13/2024	OLIVE CITY AUTO PARTS DERODA.INC	01-4300	M&O SUPPLIES		17.
10271987	08/13/2024	PG&E	01-5503	CENT ELECTRIC 0308-1		23.
10271988	08/13/2024	PG&E	01-5503	TRANS ELECTRIC/GAS 1749-6	850.35	
			01-5504	TRANS ELECTRIC/GAS 1749-6	20.88	871.
0271989	08/13/2024	SMARTTRASH	01-5800	COMPACTOR MONITOR		80.0
10271990	08/13/2024	SOUTH AVENUE ACE HARDWARE	01-4300	M&O SUPPLIES	431.68	
			14-4300	PAINT SUPPLIES	32.45	
			19-4300	RANCH-VARIOUS MATERIALS/SUPPLIES	6.78	470.9
e preceding ecks be app		een issued in accordance with the District's Policy and authoriz	ation of the Board	d of Trustees. It is recommended that the pre	eceding 9 ER	P for Califo

905 - Corning Union High School

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OL	Everend				Check	Check
Chec	Expensed Amount	Comment	Fund-Object	Pay to the Order of	Date	Number
120.0		MED REIMBURSEMENT	01-5800	TAYLOR, TREVOR W	08/13/2024	40271991
13,167.0		23/24 MENTAL HEALTH ADA ALLOCATION	01-7212	TEHAMA CO DEPT OF EDUCATION	08/13/2024	40271992
	1,140.07	FOOD FOR FRESHMEN ORIENTATION	01-4307	THE DANIELSEN COMPANY	08/13/2024	40271993
1,299.6	159.58	NSLP FOOD	13-4700			
33.4		DISTRICT CELL PHONE SERVICE	01-5902	VERIZON WIRELESS SERVICES LLC	08/13/2024	40271994
	382.68	CENT DISPOSAL 4-02058-55008	01-5506	WASTE MANAGEMENT	08/13/2024	40271995
	329.03	CUHS DISP 13-88262-43003/4-02058-75004				
1,264.6	552.98	CUHS DISPOSAL 4-02058-65006				
	345.60	M&O SUPPLIES	01-4300	AMAZON CAPITAL SERVICES, INC	08/16/2024	40272192
	173.53	OFFICE SUPPLIES FOR ASB				
500.5	18.58-	PSYCH- OFFICE SUPPLIES				
992.0		ALARM SVC	01-5507	BEACON FIRE ALARM & SEC	08/16/2024	40272193
	210.00	PEST SVC	01-5505	BIG TIME PEST CONTROL BULLERT ENTERPRISES	08/16/2024	40272194
	52.50	PEST SVC (CENT.)				
315.0	52.50	TRANSPORTATION PEST				
	4,063.91	COR 154,155,194 CUHSD WATER/SEWER	01-5502	CITY OF CORNING	08/16/2024	40272195
	125.80	COR 157 TRANS WATER/SEWER				
5,082.9	893.19	COR 37,176 CENT WATER/SEWER				
33.1		M&O SUPPLIES	01-4300	CORNING LUMBER COMPANY		40272196
	1,903.70	FUEL GAS	01-4311	HUNT & SONS, LLC	08/16/2024	40272197
3,856.4	1,952.76	FUEL DIESEL	01-4312			
	67.40	GROUNDS SUPPLIES	01-4300	LAUREL AG AND WATER - LODI	08/16/2024	40272198
255.1	187.76	ORCHARD - MATERIALS/SUPPLIES	19-4300			
	409.87	ASSET TAGS	01-4300	LUSTRE-CAL CORPORATION	08/16/2024	40272199
407.9	1.90-	Unpaid Sales Tax			200200000000000000	
	381.32	GLASS REPAIR	01-5600	MILLER GLASS ORLAND	08/16/2024	40272200
379.5	1.77-	Unpaid Sales Tax				
305.0		FIRE EXT. SERVICE	01-5800	NICO F CLEMENTE RED HAT FIRE		40272201
	14,926.13	PROJECTOR FOR LIBRARY	01-6400	NORTH STATE AV, INC	08/16/2024	40272202
14,995.3	69.26	Unpaid Sales Tax				
63.7		MATERIALS/SUPPLIES	01-4300	O'REILLY AUTO PARTS		40272203
55.4		OFFICE SUPPLIES	01-4300	OFFICE DEPOT		40272204
152.9		MATERIALS/SUPPLIES	01-4300	OLIVE CITY AUTO PARTS DERODA.INC		40272205
855.0		NSLP PRODUCE	13-4700	PRO PACIFIC FRESH		40272206
	240.35	PAINT SUPPLIES	14-4300	REDDING PAINT MART INC	08/16/2024	40272207
239.7	.56-	Unpaid Sales Tax				

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Check	Check				Board Meeting	
Number	Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check
40272208	08/16/2024	SAFETY-KLEEN SYSTEMS, INC	01-5800	RECYCLE OIL		472.4
40272209	08/16/2024	SOUTH AVENUE ACE HARDWARE	01-4300	M&O SUPPLIES	128.85	
			14-4300	PAINT SUPPLIES	28.56	
			19-4300	RANCH-VARIOUS MATERIALS/SUPPLIES	30.62	188.0
40272210	08/16/2024	THE DANIELSEN COMPANY	13-4300	NSLP SUPPLIES	721.66	
			13-4700	NSLP FOOD	2,096.00	2,817.6
40272211	08/16/2024	THE PAPE GROUP, INC KENWORTH	01-5600	TRANS/PARTS/SUPPLIES 7106581	-,	1,000.0
40272212	08/16/2024	U.S. BANK CORPORATE PAYMENT SYSTEM	01-5800	2020 SERIES C BOND 2016 ADMIN FEE		1,207.5
40272213	08/16/2024	VESTIS GROUP DBA ARAMARK	01-5500	LAUNDRY CLEANING SVC	1,178.40	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
				TRANS LAUNDRY SVC	50.07	
			01-5508	UNIFORMS	655.32	1,883.7
10272214	08/16/2024	WAXIE SANITARY SUPPLY	01-4300	CUSTODIAL SUPPLIES		5,519.6
10272215	08/16/2024	ZELMA'S	01-5800	D MESSMER DOR 9/3	37.72	0,010.0
				SUPERINTENDENT NAME PLATE	16.17	
				Unpaid Sales Tax	.13-	53.7
10272508	08/22/2024	AMAZON CAPITAL SERVICES, INC	01-4200	CSI GRANT CURRICULUM	502.98	00.7
			01-4300	BUS OFC SUPPLIES	13.97-	
				ERGONOMICS SUPPLIES	285.51	
				OFFICE SUPPLIES FOR ASB	17.88	
				POWER SUPPLY FOR PC	96.96	889.3
10272509	08/22/2024	BAKER DISTRIBUTING COMPANY	01-4300	HVAC SUPPLIES	999.05	000.0
		The second secon	01-4400	HVAC SUPPLIES	1,092.31	
				Unpaid Sales Tax	9.70	2,101.0
10272510	08/22/2024	CALIFORNIA'S VALUED TRUST	01-3402	SEPT 2024 - J. BINGHAM//MDV	2,345.48	2,101.0
				SEPT 2024 - L. GLOVER//MDV	1,254.48	
				SEPT 2024 - T. TURRI//MDV	1,479.48	
				SEPT 2024 - T.HENDERSON//DENTAL	155.41	
			01-3701	SEPT 2024 - C. TROUGHTON	2,901.96	
			21.71.27	SEPT 2024 - D. SCHLOM	1,756.11	
				SEPT 2024 - J. BEARDSLEY	1,041.11	
				SEPT 2024 - J. NELSON	1,041,11	
				SEPT 2024 - M. BEARDSLEY	1,041.11	
				SEPT 2024 - M. WILLIAMS	1,517.53	
				SEPT 2024 - M.ALBEE	1,806.53	
				SEPT 2024 - T. LAMB	2,885.53	
				SEPT 2024 - W. VADER	1,041.11	
			01-3702	SEPT 2024 - M. RODRIGUEZ	1,847.24	

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P ERP for California

Date 9/12/						AL .
Chec	Expensed Amount	Comment	Fund-Object	Pay to the Order of	Check Date	Check Number
	953.24	SEPT 2024 - S. HOAG	01-3702	CALIFORNIA'S VALUED TRUST	08/22/2024	40272510
	167,806.00	SEPT 2024 MEDICAL	76-9513			
	109.20	SEPT 2024 LIFE	76-9551			
	19,354.66	SEPT 2024 DENTAL	76-9552			
212,788.5	2,451.23	SEPT 2024 VISION	76-9553			
	947.52	MS OFFICE FOR B-1 LAB PCS	01-4400	CDW GOVERNMENT	08/22/2024	40272511
1,015.2	67.68	MS OFFICE FOR PSYCH LAPTOP				
	463.32	M&O SUPPLIES	01-4300	CONSOLIDATED ELECTRICAL DIST.	08/22/2024	40272512
467.6	4.32	Unpaid Sales Tax				
51.7		24/25 SMOGS	01-5800	CORNING AUTO CENTER	08/22/2024	40272513
8,542.2		STUDENT PLANNERS FOR 24-25	01-5800	CREATIVE COMPOSITION, INC	08/22/2024	40272514
703.5		NSLP DAIRY	13-4700	CRYSTAL CREAMERY	08/22/2024	40272515
5,841.0		APP# 02-122332 CONST. SOFBALL FLD & PARKING LOT	01-6170	DEPARTMENT OF GENERAL SERVICES OFFICE OF FISCAL SERVICES	08/22/2024	40272516
7,726.0		EXPRESS LINE	01-5800	DOOR SYSTEM DESIGN DBA THE DOOR COMPANY	08/22/2024	40272517
106.0		WATER SERVICES	01-5800	DS SERVICES OF AMERICA DBA ALH AMBRA		40272518
7.845.3		COMPUTERS FOR B1 LAB	01-4400	EVERGREEN ELECTRONICS, INC.	08/22/2024	40272519
	70.97	M&O SUPPLIES	01-4300	EWING IRRIGATION	08/22/2024	40272520
71.3	.33	Unpaid Sales Tax				
120.0		MED REIMBURSEMENT	01-5800	FORRESTER, ROBERT E	08/22/2024	40272521
	1,558.54	FUEL GAS	01-4311	HUNT & SONS, LLC	08/22/2024	40272522
2,455.9	897.40	FUEL DIESEL	01-4312			
50,270.0		EDGENUITY 24-25	01-5833	IMAGINE LEARNING LLC LOCKBOX 880670	08/22/2024	40272523
1,276.0		FMCSACOMP/DRUG & ALCOHOL	01-5800	J.J. KELLER & ASSOCIATES, INC	08/22/2024	40272524
653.9		TRANS TIRE/SERVICE	01-5600	LES SCHWAB	08/22/2024	40272525
4,029.0		24-25 PROF/LEGAL SVCS	01-5801	LOZANO SMITH, LLP	08/22/2024	40272526
	819.22	GLASS REPAIR	01-5600	MILLER GLASS ORLAND	08/22/2024	40272527
815.4	3.80-	Unpaid Sales Tax				
9,680.0		8/1/24-7/31/25 NEWSELA ELA	01-5833	NEWSELA, INC	08/22/2024	40272528
0,00010	273.78	GENERAL CLASSROOM SUPPLIES	01-4300	OFFICE DEPOT	08/22/2024	40272529
551.9	278.20	OFFICE TABLE				
581.2		POSTAGE LEASE 15823703	01-5620	PITNEY BOWES PURCHASE POWER	08/22/2024	40272530
88,602.6		NEW PARKING LOT	01-6170	RANDY HILL CONSTRUCTION INC		40272531
2,952.0		CENTENNIAL STAR MATH	01-5833	RENAISSANCE LEARNING, INC.		40272532
1,700.0		SMALL SCHOOL DIST ASSOC FEE	01-5300	SMALL SCHOOL DISTRICTS' ASSOC		40272533
373.4		M&O SUPPLIES	01-4300	SOUTH AVENUE ACE HARDWARE		40272534
070.4	482.24	NSLP SUPPLIES	13-4300	SYSCO SACRAMENTO, INC.		40272535

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

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Chec	Expensed				Check	Check
Amou	Amount	Comment	Fund-Object	Pay to the Order of	Date	Number
	711.31	NSLP FOOD	13-4700	SYSCO SACRAMENTO, INC.	08/22/2024	40272535
2,371.0	1,177.49	SNACK BAR				
	392.80	LAUNDRY CLEANING SVC	01-5500	VESTIS GROUP DBA ARAMARK	40272536 08/22/2024 VESTIS GI	
	50.07	TRANS LAUNDRY SVC				
694.8	252.00	UNIFORMS	01-5508			
	81.57	CUSTODIAL SUPPLIES	01-4300	W.W. GRAINGER, INC.	08/22/2024	40272537
324.6	243.09	MAINTENANCE SUPPLIES				
	22.22	BUS OFC SUPPLIES	01-4300	AMAZON CAPITAL SERVICES, INC	08/27/2024	40272699
	130.35	NOTEBOOKS FOR ALL ENGLISH CLASSES				
	20.45	OFFICE SUPPLIES				
	16.82	PSYCH- OFFICE SUPPLIES				
1,614.1	1,424.27	SUPPLIES				
	2,200.02	TECH DIRECTOR OFFICE FURNITURE	01-4300	CALIBER OFFICE FURNITURE LLC	08/27/2024	40272700
	599.53	TECH DIRECTOR OFFICE FURNITURE	01-4400			
2,786.5	12.99-	Unpaid Sales Tax				
	264.27	MFP FOR ATTENDANCE	01-4300	CDW GOVERNMENT	08/27/2024	40272701
2,243.0	1,978.80	RUCKUS SUPPORT RENEWAL	01-5833			
11	1,602.62	CLAY	01-4300	CHICO CERAMICS CENTER	08/27/2024	40272702
1,610.0	7.44	Unpaid Sales Tax				
581.2		NSLP DAIRY	13-4700	CRYSTAL CREAMERY	08/27/2024	40272703
200.0		MT. VIEW CO-OP MEMBERSHIP	13-5300	ENTERPRISE ELEM SD FOOD SERV. ATTN CINDY KSIAZEK		40272704
50.0		BACKFLOW TESTING FEE	01-5800	ERIC VAUGHN TRITES TRITES BACKFLOW SVC	08/27/2024	40272705
1,275.0		FFA GLC REGISTRATION	01-5800	EWELL EDUCTIONAL SVCS INC		40272706
201.4		FLORAL CLASS SUPPLIES	01-4300	FLORA FRESH		40272707
2,730.5		ERATE PROJECT - CORE SWITCH REPLACEMENT	01-4300	GIGAKOM	08/27/2024	40272708
	663.59	CACFP FOOD	13-4700	GOLD STAR FOODS, INC	08/27/2024	40272709
	6,477.47	NSLP FOOD				
8,746.9	1,605.90	SNACK BAR				
	2,245.33	FUEL GAS	01-4311	HUNT & SONS, LLC	08/27/2024	40272710
3,877.0	1,631.68	FUEL DIESEL	01-4312			
1,556.4		COPY CENTER WORKSTATION	01-4400	ITSAVVY LLC	08/27/2024	40272711
258.7		ORCHARD - CHEMICALS/FERTILIZER	19-4300	NUTRIEN AG SOLUTIONS	08/27/2024	40272712
437.9		MATERIALS/SUPPLIES	01-4300	O'REILLY AUTO PARTS	08/27/2024	40272713
207.2		LIBRARY SUPPLIES	01-4300	OFFICE DEPOT	08/27/2024	40272714
89.0		M&O SUPPLIES	01-4300	OLIVE CITY AUTO PARTS DERODA.INC	08/27/2024	40272715

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Check	Check				Expensed	Check
Number	Date	Pay to the Order of	Fund-Object	Comment	Amount	Amount
10272716	08/27/2024 PG&E		01-5503	CUHS ELECTRIC/GAS 6218	23,682.06	
			01-5504	CUHS ELECTRIC/GAS 6218	576.97	24,259.03
10272717	08/27/2024 PG&E	E/	19-5503	RANCH 4916 & 7250 ELECTRIC		6,279.12
10272718	08/27/2024 PRO PA	ACIFIC FRESH	13-4700	CACFP PRODUCE	236.00	
				NSLP PRODUCE	858.49	1,094.49
10272719	08/27/2024 SAFET	Y-KLEEN SYSTEMS, INC	01-5800	RECYCLE OIL		105.79
10272720	08/27/2024 SAV-M0	OR FOODS	13-4700	SAV MOR NSLP FOOD		11.94
10272721	08/27/2024 SOUTH	AVENUE ACE HARDWARE	19-4300	RANCH-VARIOUS MATERIALS/SUPPLIES		17.44
10272722	08/27/2024 SUPER	RIOR REGION FFA	01-5800	FFA COLC REGISTRATION		1,350.00
10272723	08/27/2024 SYSCO	SACRAMENTO, INC.	13-4700	NSLP FOOD		459.09
10272724	08/27/2024 U.S. TE	ELEPACIFIC DBA TPX COMMUNICATIONS	01-5901	TELEPHONE SERVICE 149142		581.48
10272725	08/27/2024 VESTIS	GROUP DBA ARAMARK	01-5500	TRANS LAUNDRY SVC	50.07	
			01-5508	UNIFORMS	1,299.25	
			13-5500	CAFE LAUNDRY	107.50	1,456.82
10272726	08/27/2024 VIVI LL	C	01-5833	VIVI RENEWAL		477.00
10272727	08/27/2024 VRTKL,	INC. DBA FORK FARMS LLC	01-4400	HYDROPONIC GROWING TOWER		5,382.12
				Total Number of Checks	162	796,887.82

## **Fund Summary**

Fund	Description	<b>Check Count</b>	Expensed Amount
01	GENERAL	138	549,836.29
13	CAFETERIA SPEC REV	14	19,171.14
14	DEFERRED MAINTENANCE	9	28,048.20
19	FOUNDATION SPECIAL	12	9,817.16
35	COUNTY SCH FACILITY	1	185.00
76	WARRANT/PASS-THRU	2	189,783.49
	Total Number of Checks	162	796,841.28
	Less Unpaid Sales Tax Liability		46.54-
	Net (Check Amount)		796,887.82
			2

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

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2024-2025 School	Year		Incoming		Updated: 8/15/24
Last Name	First	Grade	From	Code	Reason / Date
Bernal-Flores	Julia	9th	Red Bluff	1	Established 6/27/24
Bernhard	Eliza	9th	Orland Unifed	1	Established 6/3/24
Carter	Jayce	9th	Red Bluff	1	Established 6/28/24
Castaneda	Natalie	9th	Los Molinos	1	Established 7/3/24
Corza	Kimberly	11th	Orland Unified	1	Denied 8/13/24
Dutra	Gavin	11th	Orland Unified	1	Renewal for both years 8/1/24
Enriguez	Jennifer	9th	Red Bluff	1	Established 8/9/24
Ezzat	Nathan	10th	Red Bluff	1	Established 7/30/24
Feelo	Nicholas	11th	Red Bluff	1	Renewal Established 8/5/24
Freund	Aubree	10th	Red Bluff	1	Renewal 6/27/24
Gillardo	Joanna	12th	Willows	1	Established 8/13/24
Godinez	Artenio	9?	Red Bluff	1	Established 8/9/24
Godinez	Luis	12 ?	Red Bluff	1	Established 8/9/24
Guillen-Calderon	Jairo	12th	Red Bluff	1	Established 8/15/24
Guillen	Maricela	12th	Red Bluff	1	Established 8/15/24
Hernandez	Natalia	12th	Los Molinos	1	Renewal/ Established 5/6/24
Jones	Kayden	11th	Orland Unified	1	Establiished 7/17/24
Linder	Caitlyn	10th	Red Bluff	1	Renewal/ Established 6/4/24
Linder	Taylar	12th	Red Bluff	1	Renewal/ Established 6/4/24
Mason	Jakairus	9th	Red Bluff	1	Established 8/9/24
Pintor-Gonzalez	Xiomara	10th	Willows	1	Established 8/13/24
Reilly	Lillian	11th	Cottonwood	1	Renewal Established 8/1/24
Sandoval-Mendez	Alia Valerie	9th	Red Bluff	1	Established 8/5/24
	Jenny	12th	Red Bluff	1	Established 8/9/24

2024-25 School	<u>Year -</u>		Outgoing		Updated: 8/9/24
Last Name	First	Grade	То	Code	Outcome/ Date
Bailey	Kaitlyn	11th	Red Bluff	1	Established 5/23/24
Bambauer	George	9th	Hamilton Unified	1	Established 2/6/24
Barnes	Sunny	9th	Los Molinos	1	Established 3/21/24
Beckley	Jody	9th	Los Molinos	1	Established 4/24/24
Biswell	Wylie	9th	Red Bluff	1	Established 8/8/24
Bobadilla	Esaiah	9th	Orland Unified	1	Denied per Orland 5/1/24
Drake	Chyna	11th	Orland Unified	1	Pending
Galvan	Aiyana	9th	Hamilton Unified	1	Established 6/11/24
Galvan	Kasandra	11th	Red Bluff	1	Established 4/19/24
Infante	Kamila	10th	Hamilton Unified	1	Established per Hamilton
Infante	Valentina	9th	Hamilton Unified	1	Established per Hamilton
Johnson	Kyle Claire	11th	Orland Unified	1	Established 6/7/24
Kampmann	Jackson	10th	Orland Unified	1	Established 7/23/24
Kampmann	Savannah	12th	Orland Unified	1	Established 7/23/24
KvalVik	Kylie	9th	Los Molinos	1	Established 4/24/24
Lawrence	Chance	11th	Orland Unified	1	Renewal Approved 3/12/24
LoPiccolo	Emersyn	9th	Red Bluff	1	Established 7/25/24
McNary	Gavin	12th	Orland Unified	1	Pending Orland's Approval
Moreno	Andres	10th	Los Molinos	1	Established 2/28/24
Morrow	Elijah	9th	Orland Unified	1	Estbalished 5/30/24
Negrete	Valerie	11th	Los Molinos	1	Renewal Approved 5/18/23
Nunes	Madalyn	10th	Orland Unified	1	Renewal Established 8/2/24
Perez	Omar	11th	Chico Unified	1	Renewal Approved 2/5/24
Pineda	Jesse	12th	Hamilton Unified	1	Established 6/21/24
Prather	Madyson	11th	Los Molinos	1	Renewal 6/24/24
Prather	Tanner	10th	Los Molinos	1	Renewal 6/24/24
Roman	Allison	12th	Los Molinos	1	Renewal 6/27/24

Ross	Brooklynn	9th	Los Molinos	1	Established 4/24/24
Ross	Kaden	12th	Los Molinos	1	Established 7/16/24
Salazar	Maylynn	11th	Red Bluff	1	Established 7/25/24
Smith	Brandon	9th	Hamilton Unified	1	Established 5/16/24
Staton	Elizabeth	9th	Chico Unified	1	Renewal Approved 1/26/24
Talley	Jackson	10th	Chico Unified	1	Renewal Approved 1/26/24
Taylor	Lilliana	11th	Orland Unified	1	Renewal Established 8/2/24
Taylor	River	12th	Orland Unified	1	Renwal Established 8/2/24
Toney	Conley	11th	Orland Unified	1	Established 3/6/24
Valladarez	Alan	10th	Los Molinos	1	Established 7/31/24
Wilson	Bryce	10th	Orland Unified	1	Established 5/7/24
Wooten	Rieley	9th	Los Molinos	1	Denied then approved per LM 5/1/24

Board Meet	ing Date:	9/12/24			
<u>Action</u>	Type	<u>Name</u>	<u>Position</u>	<b>Effective</b>	<u>Background</u>
New Hire	Vacancy	Loewen,Ruth	SPED Para II	8/13/24	Filling the Vacancy of L.McElfresh. Classified Salary Schedule Range 15, Step 4
Resignation	Voluntary	Neeval, Kai	Teacher Centennial	8/7/24	Voluntary Resignation
New Hire	Vacancy	Case, Melissa	IBI Centennial	8/14/24	Filling Vacancy of R.Runge, Classified Salary Schedule Range 24, Step 7
New Hire	Vacancy	LeFevers, Eric	Teacher Centennial	9/3/24	Filling Vacancy of K. Neeval,182 Certificated Salary Schedule Class IV, Step 8
Change	Hours	Gonzalez- Arroyo, Maria	Maint./Custodial I	9/1/24	Adding 1.5 hours to equal 8 hours, district need
xtra Duty/S		orary/Coaching Authoriza			
8/1/24	Stipend	Taylor, Trevor	Associate Degree Stipend	Monthly	Classified Contract Article 8.14
8/14/24	Stipend	Bogarin, Ruben	Bilingual Stipend	Monthly	Classified Contract Article 8.1.1
7/1/24	Stipend	Fredrickson, Shaun	Master's Degree	Monthly	Certificated Contract Article 11, 6.9
7/1/24	Stipend	Viveros, Victoria	Master's Degree	Monthly	Certificated Contract Article 11, 6.9
8/14/24	Stipend	Vallejos Estrella, Christopher	Bilingual Stipend	Monthly	Classified Contract Article 8.1.1
7/1/24	Stipend	Trammell, Sarah	Master's Degree	Monthly	Certificated Contract Article 11, 6.9
8/15/24	Stipend	Garcia, Julio	Teaching During Utility	Monthly	CITA Contract Article 8.4.1 - 1/7th Current Sala
9/9/24	Stipend	Fredrickson, Shaun	TOSA	Monthly	110% of base salary per Certificated Contract. Covering for J. Felton
9/9/24	Differential	Felton, Justine	Differently Pay	Monthly	Differential pay of Associate Principal II 210 day and Principal 210 days. Covering for J. Armstron

## CORNING UNION HIGH SCHOOL DISTRICT

Miguel Barriga, District Superintendent

Board Members: Tony Turri, Cody Lamb, Jim Bingham, Todd Henderson, Larry Glover

Surplus Equipment/Obsolete Equipment and/or Furniture Form

<ul> <li>Equipment: Name, estimated value, quantitý o</li> </ul>	antity and reason for withdrawal. and reason for surplus.
Description	Recommended Disposition
Hard Planners	Scrap
Hard Sarders	Scrap
Dullo	Scrap
Balleries	Scrap 1
Scroll Saus	Sell \$40
For additional items, check here and attach lis	Site Administrator: Au Pove
	Signature
Signature Date	
Signature Date  Superintendent Approval  Signature	Date  Approved Denied Denied

	Corning	Union High S	School District				
	Donations Report						
Board Meeting Date:		9/12/24					
Received From	<u>ltem</u>	Reference	Amount/Value	Description	Purpose		
Upmqua Bank	Donation	Check	\$1,000.00	Cash/Check Donation	to be used fo Volleball Tear		

AUGUST		
NEW TO THE LIBRARY 24/25		
NON-FICTION		
Einstein in Time & Space by: Samuel Graydon	Non- Fiction	A biography of the legendary physicist that examines his complex and contradictory naturefrom brilliant scientist to charming lothario and life of the partyin 99 vignettes based on intriguingly different particles.
Dear Black Girls: How to be true to you by: A'Ja Wilson	Non- Fiction	"From Olympic gold medalist and two-time professional basketball MVP A'ja Wilson comes an inspirational collection on what it means to grow up as a Black girl in America. This is a book for all the girls with an apostrophe in their name. This is for all the girls who are "too loud" and "too emotional." This is for all the girls who are constantly asked, "Oh, what did you do with your hair? That's new." This is for my Black girls. In this empowering and deeply personal collection-adapted from and expanded upon the piece of the same name in The Players' Tribune-WNBA star A'ja Wilson shares stories from her life"
Just Add Water by: Katie Ledecky	Non- Fiction	Katie Ledecky charts [her] life in swimming, covering her start in Bethesda, Maryland, where she played sharks and minnows and first discovered the joy of the pool; her early foray into the Olympics at the tender age of fifteen where, as the youngest member of the American team, she stunned everyone by winning her first gold medal; her time balancing competition and her education at Stanford University; how she developed a champion's mindset that has allowed her to persevere through so many meets, even under intense pressure; and how she has maintained her dominance in a sport where success depends on milliseconds
Hurdles in the Dark by Elvira Gonzalez	Non- Fiction	"A YA memoir about survival and strength by Elvira Gonzalez, a Mexican-American track star who found freedom from poverty and violence by training to become one of the top athletes in the U.S

The Swans of Harlem by: Karen Valby	Non- Fiction	The forgotten story of a pioneering group of five Black ballerinas, the first principals in the Dance Theatre of Harlem, who traveled the world as highly celebrated stars in their field and whose legacy was erased from history until now. At the height of the Civil Rights movement, Lydia Abarça was a Black prima ballerina with a major international dance companythe Dance Theatre of Harlem. She was the first Black ballerina on the cover of Dance magazine, an Essence cover star, cast in 'The Wiz' and on Broadway with Bob Fosse. She performed in some of ballet's most iconic works with her closest friendsfounding members of the company, the Swans of Harlem, Gayle McKinney, Sheila Rohan, Marcia Sells, and Karlya Sheltonfor the Queen of England and Mick Jagger, with Josephine Baker, at the White House, and beyond. Some forty years later, when Lydia's granddaughter wanted to show her own ballet class evidence of her grandmother's success, she found almost none, but for some yellowing photographs and programs in the family basement. Lydia had struggled for years to reckon with the erasure of her success, as all the Swans had. Still united as sisters in the present, they decided it was time to share their story themselves. Captivating, rich in vivid detail and character, and steeped in the glamor and grit of professional ballet, The Swans of Harlem is a riveting account of five extraordinarily accomplished women, a celebration of their historic careers, and a window into the robust history of Black ballet, hidden for too long
GRAPHIC NOVELS		

Wires Crossed by: Beth Fantaskey	Graphic Novel	"Twelve-year-old Mia feels like everything and everyone is changingand she is caught in the middle. Stuck between old friends and new friends between feeling like a kid and growing up Just as her longtime bff Addy is gravitating towards the popular crowd and starting to care more about school dances than treehouse playdates, Mia finds out that her favorite science camp friend, Tariq, is moving to town and will be going to school with her. She's super excited and can't wait to show him around and help him make friends. But when Tariq arrives in town, he seems like he's grown up a lot, too. No more braces or glasses. A new hair cut. And who knew he was also a soccer star, immediately making the team mid-season? He's welcomed to Buttonwood Bay Middle School with open arms in a way that Mia can't even recognize, and now she's feeling more lost than ever. Then her science teacher announces the school's science olympics and she and Tariq are teaming up again to crush the competitionjust like at camp. Only this time they're joined by a couple of unconventional teammates in Kinsey (more artist than scientist) and the loveable, if also sometimes kind of gross and goofy,
Next Stop by: Debbie Fong	Graphic Novel	Still grieving her brother's death, Pia, a soft-spoken middle-schooler, embarks on a bus tour that changes her life.
The Count of Monte Cristo by: Alexander Dumas	Graphic Novel	A graphic novel adaptation of the classic story in which Dantes, having escaped from the island where he has been in prison, plots his revenge on the people responsible for his imprisonment.
Blue Stars Mission 1-The vice Principal Problem by: Kekla Magoon	Graphic Novel	When cousins Riley, who has a way with people, and Maya, a tech wizard, move in with their activist grandma, they get off to a rocky start until they join forces as superheroes to stop their school culture from being threatened by money, power and lies.
K is in Trouble by: Gary Clement	Graphic Novel	"K tries to get through his days, but is beset by talking fish, absurd adults, flocks of destructive crows, and detention

Carlos Gomez. Attack of the trashcan Zombies by: Chuck Gonzalez	Graphic Novel	Months after his success at the BMX expo, Carlos is facing a lot of changes. Another Latino family has moved into town; his best friend RJ seems more interested in hanging out with the soccer team than Carlos; and the terrifying Mrs. Wynkle has roped him into directing the school spring play. Carlos and his co-director, Mark, are determined to make the most exciting play the school has seen, but they quickly learn that their creative visions may be at odds. As opening night looms closer, Carlos must juggle new friendships, old bullies, and an entire cast of zombiesall while trying not to let the spotlight of director get to his head
Plain Jane and the Mermaid by: Vera Brosgal	Graphic Novel	Jane is incredibly plain. Everyone says so: her parents, the villagers, and her horrible cousin who kicks her out of her own house. Determined to get some semblance of independence, Jane prepares to propose to the princely Peter, who might just say yes to get away from his father. It's a good plan! Or it would've been, if he wasn't kidnapped by a mermaid. With her last shot at happiness lost in the deep blue sea, Jane must venture to the world underwater to rescue her maybe-fiancé. But the depths of the ocean hold beautiful mysteries and dangerous creatures. What good can a plain Jane do
Always Anthony by: Terri Libenson	Graphic Novel	"The eighth book in the New York Times bestselling 'Emmie & Friends' series, told from the alternating POVs of popular Anthony and timid Leah as they grapple with a bullying incident at school
Tryouts by: Sarah Sax	Graphic Novel	"Alexandra, also known as AI, has been playing baseball with her older brothers for as long as she can remember. But when she ages out of Little League, it seems like it's the end of the road for AI and the sport she loves. Until, that is, her friend Sammy suggests that AI try out for the middle school teama team that has always been boys-only. AI is prepared to fight for her right to try out, but to her surprise, the coach is delighted by her interest. When AI makes the team, it seems like everything is going to work out. But with a tenth consecutive championship on the line for Brinkley Middle School and a team that can't seem to get along, will their season ground out faster than AI can say 'home run
The Circuit by: Francisco Jimenez	Graphic Novel	Explores a migrant family's experiences moving through labor camps, facing poverty and impermanence, and discusses how they endure through faith, hope, and back-breaking work.

Unhappy Camper by: Lily LaMotte	Graphic Novel	"A graphic novel about two sistersone who embraces her Taiwanese culture and one eager to do away with itwho rebuild their bond at a Taiwanese American summer camp
HARDBACKS	FICTION	
The Queen of Thieves by: Johan Rundberg	Fiction	"After a merciless winter, spring has sprung in 1880 Stockholm, and the city awaits the arrival of the SS Vega, the first ship to have sailed the Northeast Passage. Life is busy at the orphanage, but twelve-year-old Mika quickly notices that the older orphans are up to somethingand it doesn't look good. When Constable Hoff approaches her with information about thefts around the city, Mika becomes even more concerned about what the other kids are up toand what they might be planning for the Vega celebration. The police will have no sympath for orphans, and she'd hate to see her friends condemned to life in jail. But Mika soon finds herself in a bind she can't get out ofone that could condemn her own life. Can Mika uncover who is really behind the thefts in the city and keep her friends safe, without getting caught?
Deep Water by: Jamie Summer	Fiction	Twelve-year-old Tully's attempt to swim across Lake Tahoe after a heartbreaking loss and become the youngest person to complete the famous "Godfather swim" takes a dangerous turn, forcing her to choose between safety and a win that courchange everything.

		Icarus Gallagher is a thief. He steals priceless art and replaces it with his father's impeccable forgeries. For years, one manthe wealthy Mr. Blackhas been their target in revenge for his role in the death of Icarus's mother. To keep their secret, Icarus adheres to his own strict rules to keep people, and feelings, at bay: Don't let anyone close. Don't let anyone touch you. And, above all, don't get caught. Until one night, he does. Not by Mr. Black but by his mysterious son, Helios, now living under house arrest in the Black mansion. Instead of turning Icarus in, Helios bargains for something even more dangerousa friendship that breaks every single one of Icarus's rules. As reluctance and distrust become closeness and something more, they uncover the gilded cage that has trapped both their families for years. One Icarus is determined to escape. But his father's thirst for revenge shows no sign of fading, and soon it may force Icarus to choose: the escape he's
ICARUS by: K Ancrum	Fiction	dreamed of, or the boy he's come to love. Reaching for both could be his greatest triumphor it could be his downfall"
Paige Not Found by: Jen Wilde	Fiction	"As much as Paige hates the word normal, it's a pretty good word to describe her life, and the kind of night she was having just before a single email turned her world upside down. In an effort to better understand and communicate with their autistic daughter, Paige's parents had a chip implanted in her brain that keeps track of her location and brain activity. It can boost the chemicals that affect her mood. Suddenly, Paige isn't sure who she can trust. Can she even trust her own mind anymore? Now the company that created her chip is days away from merging with the most popular social network in the world, one that has a reputation for selling people's private information to the highest bidder. Paige feels betrayed and like she's been robbed of her free will. But there is one thing she can do. The email includes the names and addresses of the other kids involved in the study. She can track them down and show them what's been done to them. Maybe together they can put a stop to this merger and figure out how to get their chips removed for good"
Kindling by: Traci Chee	Fiction	"After the war is over, seven outlawed kindlingselite, magic-wielding warriors whose devastating power comes at the cost of their own young livesmust confront their pasts, their trauma and their grim fates to reclaim who they once were and fight one last time"

The Misdirection of Fault Lines by: Anna Garcia	Fiction	Three Asian American teen girls look for direction in their lives as they compete against each other at an elite tennis tournament.
Tender Beasts by:Liselle Sambury	Fiction	When a gruesome murder rocks Sunny's private school, with her own brother as the main suspect, she takes it upon herself to discover the real killerand uncovers a slew of dark family secrets in the process.
Running Wild by: Michelle L Brown	Fiction	"A twelve-year-old girl learns to ride bulls in order to be close to the famous bull-riding father she lost long ago"
the Invocations by: Krystal Sutterland	Fiction	To get what they want most, Zara and Jude search for Emer, an orphaned witch with dark and deadly powers, but when a serial killer targets Emer's clients, the three girls form an uneasy alliance to hunt the killer before they meet the same fate"
Warrior on the Mound by: Sandra W. Headen	Fiction	In 1939 North Carolina, an all-Black baseball team "trespasses" on the whites-only baseball field, and the resulting racial outrage can only be resolved or the mound.
Breathing Underwater by: Abbey Lee Nash	Fiction	Seventeen-year-old competitive swimmer Tess Cooper grapples with the upheaval of her carefully planned future following an epilepsy diagnosis, and works to get back in the pool despite her doctor's advice or her distracting feelings for the new guy.
Where the Dark Stnds Still by: A.B. Poranek	Fiction	When attempting to rid herself of magic, seventeen-year-old Liska is captured by the demon warden of the spirit-wood who offers her one year of servitude in exchange for any wish, but she soon discovers the sinister truth at the heart of their deal.
Walkin the dog by: Chris Lynch	Fiction	A dog walking venture helps thirteen-year-old Louis, who would rather kick back than stand out, learn how to be a friend.
Dread Detention by: Jennifer Killick	Fiction	While in Saturday detention, Hallie, Angelo, Gustav and Naira must work together to survive when unspeakable horrors emerge from the shadows and the evil grows stronger by the minute.

Slugfest by: Gordon Korman	Fiction	"Forced to take Physical Education Equivalency, aka "Slugfest," in summer school so he can maintain his star spot on the JV football team, Yash recruits his fellow PE rejects to train with him and pass this course, an endeavor that turns into a summer he'll never forget"
Max in the House of Spies by: Adam Gidwitz	Fiction	To find his way back home to his family in Germany during WWII, Max Bretzfeld, with a kobold named Berg on one shoulder and a dybbuk named Stein on the other, sets out to do the impossiblebecome a British spy
Keeping Pace by: Laurie Morrison	Fiction	Determined to regain her sense of accomplishment after losing her top-class ranking to Jonah, Grace decides to compete against him in a Labor Day half-marathon, but as they train together, she learns valuable lessons about what truly matters.
Will Never Leave You by: Kara Kennedy	Fiction	"A teen girl is being haunted by the ghost of her toxic ex-girlfriend, who gives her a chilling ultimatumhelp her possess another girl or go down for her murder
Myrtle, Means & Opportunity by: Elizabeth Bunce	Fiction	Twelve-year-old Myrtle Hardcastle's plans to bring her father and governess together are jeopardized when she investigates a murder and cursed treasure on a Scottish Island, and finds herself being hunted by another who will stop at nothing to find the treasure for themselves.
It Came from the Trees by: Ally Russ	Fiction	Convinced that a big-foot-like creature took her best friend during a scouting trip, eleven-year-old Jenna sets out into the woods to find her.
Camp Silvania: Moon Madness by Julie Murphy	Fiction	Giving Camp Sylvania another try, best friends Maggie and Nora are once again caught up in a supernatural adventure and wonder if they'll ever be able to have a least one normal summer.
King of Dead Things by: Nevin Holness	Fiction	Eli, who possesses unique magical abilities, and Malcolm, desperate to escape his past and save his mother, join forces to retrieve a dangerous magical artifact in the mystical underbelly of London.

Our Wicked Histories by: Amy Goldsmith	Fiction	After a disastrous accident at her school's Midsummer Ball leads to Meg's suspension, she agrees to attend a Halloween party at her old friends' ancestral home in Ireland in order to make amends, only to discover that the estate has a sordid past of its own.
Faker by: Gordon Korman	Fiction	Trey knows the drill: His dad gets him into a school full of kids with rich parents. Trey makes friends, and his dad makes connections. Soon, there's the con, where Trey's dad suckers the other parents into investing in one of his schemes. Once the money's in the bank, Trey, his sister, and their dad are on the run until they set up somewhere else and start again. Trey believes his father when he says no one's getting hurt. After all, these parents have money to spare. But Trey's starting to get tired of running and lying and never having a friend for longer than a few months. But how do you get your family to stop lying when your lives depend on it?
When Among Crows by: Veronica Roth	Fiction	Pain is Dymitr's calling. His family is one in a long line of hunters who sacrifice their souls to slay monsters. Now he's tasked with a deadly mission: find the legendary witch Baba Jaga. To reach her, Dymitr must ally with the ones he's sworn to kill. Pain is Ala's inheritance. A fear-eating zmora with little left to lose, Ala awaits death from the curse she carries. When Dymitr offers her a cure in exchange for her help, she has no choice but to agree. Together they must fight against time and the wrath of the Chicago underworld. But Dymitr's secretsand his true motivesmay be the thing that actually destroys them
The Hunting Moon by: susan Dennard	Fiction	After passing the hunter trials and gaining local celebrity status, Winnie Wednesday struggles to prove the innocence of a wrongly accused werewolf and the existence of a sinister force called the Whisperer, while she unravels the mysteries surrounding her family's magic which leads her to question her loyalties and Luminary heritage.
Kicked Out by: A.M. Dassu	Fiction	While his home life is unraveling, thirteen-year-old Ali organizes a charity soccer match to help his friend Aadam avoid deportation back to Syria.
Charles Thorne and the Royal Society by: Stuart Gibbs	Fiction	Charlie Thorne, along with former agents Dante Garcia and Milana Moon, race to find an immensely powerful discovery of Isaac Newton's and face challenges and enemies along the way.

The Cookie Crumbles by: Tracy Badua	Fiction	Laila gave Lucy a cupcake on the second day of kindergarten, and they've been inseparable ever since. But the summer before eighth grade, they find out that they'll go to different high schools Then Laila's invited to compete at the Golden Cookie competition, which awards its winner admission and a full ride to the prestigious Sunderland boarding school, and it's the perfect opportunity. Sunderland doesn't just have an elite culinary program; it's also home to an elite journalism track, if only newscaster-hopeful Lucy could build up a strong enough portfolio to impress the scholarship committee. But when one of the celebrity judges collapses after sampling Laila's showpiece, rumors of foul play swirl, with Laila rising to the top of the suspect list. Even worse, a major storm has effectively cut off all access to the outside world. Can the girls find the real culprit and clear Laila's name before it's too late?
A Crane Among Wolves by: June Hur	Fiction	In a kingdom gripped by turmoil, privileged seventeen-year-old Iseul defies danger to rescue her sister Suyeon from the absolute power of tyrannical King Yeonsan, while Prince Daehyun, desperate to overthrow his despotic half-brother, forms an uneasy alliance with Iseul, leading them to join forces in a perilous gamble against the oppressive regime.
Rebel Skies by: Ann Sei Lin	Fiction	Kurara has never known any other life than being a servant onboard the Midori, a flying ship serving the military elite of the Mikoshiman empire, a vast realm of floating cities. Kurara also has a secretshe can make folded paper figures come to life with a flick of her finger. When the Midori is attacked and Kurara's secret turns out to be a power valued and feared across the empire, a gut-wrenching escape leads her to a new life and a new mentor. Under his tutelage and with the grudging support and friendship of a new ship's crew, Kurara learns to hunt shikigamiwild paper spirits sought by the Imperial Princess. But what does the princess really want with the shikigami? Are they merely enchanted figures without will or thought, or are they beings with souls and minds of their own? As fractures begin to appear both across the empire and within Kurara's understanding of herself, Kurara will have to decide who she can trust. Her fate, and the fate of her friendsand even the worldmay rest on her choice. And time is running out"

Two Sides to Every Murder by: Danielle Valentine	Fiction	Reagan and Olivia, whose parents were present during the infamous Lost Lake murders seventeen years ago, return to the campgrounds in search of answers and find that another murderer is on the loose.
The NOAH Flies- Shock the Monkey Bk 2 by: Neal Shusterman	Fiction	Noah Prime thought he was done: no more running, no more murderous aliens, and absolutely no more saving the world. The day he went into hiding should have put an end to it. But staying away is no longer an option when he winds up embroiled in yet another intergalactic calamity. This time, it's courtesy of his usually level-headed friend Ogden, whose crush on the most popular girl in school, Claire, leads him to buy her a star for her birthday. However, this heart-warming gesture ends up having disastrous consequences when it turns out the star is real-as in home to a gazillion aliens real. And it's not long before these creatures have swooped down to Earth to abduct Claire and take her back to their planet-or rather her planet-as its new owner. Now it's up to Noah and his quick-changing animal abilities to help his friends find her. But with dangerous forces still out there and a perilous journey ahead, will Noah be able to find Claire before she meets her untimely doom? Even if it means putting his friends in more danger than ever before?



### MEMORANDUM OF UNDERSTANDING

### I. General

This Memorandum of Understanding (MOU) is between the **Tehama County Department of Education**, serving as the Local Education Agency ("LEA") for the **Tehama County Department of Education Career Technical Education (CTE) Teacher Preparation Program** ("PROGRAM"), and **the county office of education, district, employing agency, or independent charter school**("DISTRICT") signing below. Throughout the MOU, new teachers are referred to
as "Candidates" and veteran teachers are referred to as "Mentors." The term of
this MOU commences on **July 1, 2024**, and terminates on **June 30, 2025**.

### II. Purpose

The purpose of the MOU is to establish a formal working relationship between the DISTRICT, LEA, and the PROGRAM. The PROGRAM will provide and coordinate services and support to guide Candidates in meeting California credential requirements through the state-accredited Career Technical Education (CTE) Teacher Preparation Programs: CTE Preliminary Credential Program, CTE Clear Credential Program, and CTE Second Clear Credential Program.

### III. Eligibility

Eligible Candidates are those hired within the following credential and program categories:

- Preliminary Credential Program: Designated Subjects (CTE) Candidates who meet the industry experience and pre-requisite CCTC requirements
- Clear Credential Program: Candidates holding Preliminary Designated Subjects (CTE) credentials

 Second Clear CTE Credential Program: Candidates holding a Clear Multiple Subject, Single Subject, or Education Specialist Credential

### IV. LEA and PROGRAM Responsibilities

- Establish a program model in alignment with Career Technical Education Program Standards to ensure PROGRAM accreditation status through the California Commission on Teacher Credentialing (CCTC) Accreditation System.
- 2. Submit accreditation reports and fees as required by CCTC.
- 3. Employ a PROGRAM Administrator whose primary duty is to administer the PROGRAM and employ Support Staff.
- 4. Provide office support services for the PROGRAM, including, but not limited to, mail service, phone, fax, internet services, technology support, and meeting space for PROGRAM activities.
- 5. Provide sufficient and appropriate workspace for the PROGRAM Administrator and PROGRAM Support Staff.
- 6. Provide business and legal services required for PROGRAM implementation.
- 7. Provide a process for equitable distribution of support, formative assessment, and credential services to Candidates and Mentors in all participating DISTRICTS within the region.
- 8. Provide optional professional development for Candidates and Mentors.
- 9. Employ Coaches whose primary duty is to support Mentors and Candidates in meeting PROGRAM requirements.
- 10. Develop and provide ongoing training and support for Mentors.
- 11. Arrange for and monitor California State University, Chico, and Simpson University Continuing Education Units for Mentors.
- 12. Submit Clear Credential recommendations to the CCTC for Candidates who have successfully completed the requirements of the PROGRAM.
- 13. Inform Candidates of the completion requirements for Clear CTE Credentials.
- 14. Inform the DISTRICT of the Candidate's and Mentor's progress toward completion of PROGRAM requirements.
- 15. Convene PROGRAM Regional Advisory Council meetings a minimum of two times per year and Leadership Team meetings a minimum of two times per year to engage stakeholders in the decision-making process

- and to support the continuous improvement of services provided to Mentors and Candidates.
- Administer Mid-Year and End-of-Year surveys to Site Administrators, Mentors, and Candidates for PROGRAM evaluation.
- 17. Assume overall fiscal responsibility for the administration of the PROGRAM budget, including submission of year-end expenditure reports and any other documentation required by CCTC and/or California Department of Education (CDE).
- 18. In the event of program closure, TCDE will offer a teach-out plan, which includes individual transition plans for each Candidate, as well as a plan for Candidates to access their student records.
- 19. May provide a refund to the DISTRICT if a Candidate discontinues PROGRAM participation (Refer to the 2024-2025 Refund Schedule).

### V. DISTRICT Responsibilities

- Appoint a DISTRICT Coordinator whose assignment includes dedicated time to fulfill the DISTRICT Coordinators roles and responsibilities.
- 2. Identify and enroll all Candidates who are eligible for PROGRAM services, as described by state guidelines.
- Communicate to all site administrators the need to support program
  participants through program work and employer input in the
  Candidates' development of a Growth Plan within 60 days of hire,
  through collaborative goal-setting meetings at the start of each inquiry,
  and a mid-year check-in meeting.
- 4. Provide Candidates and Mentors release time (at the expense of the DISTRICT) to support participants in formal and informal observations (a minimum of one per semester) and/or observations of colleagues. Employer understands that the Growth Plan is used to guide professional development and not for teacher evaluation or employment decisions.
- Make every effort to assign Candidates to classrooms appropriate to their novice status, avoiding whenever possible, combination classrooms, secondary assignments with multiple preps, teaching assignments at multiple sites, and multiple adjunct duties.
- 6. Provide newly-hired teachers with a DISTRICT Orientation.
- 7. Assign a qualified Mentor to each eligible Candidate within 30 days of the Candidate's enrollment in the PROGRAM.

- 8. Utilize defined selection criteria to identify high-quality, experienced teachers to serve as Mentors for Candidates. Mentors must demonstrate effective coaching, interpersonal, and communication skills and:
  - a. Hold a Clear Credential which is a match to that of the Credential Candidate (exceptions may be made).
  - b. Have 3 or more years of effective teaching experience.
  - c. Display best practices in providing "just-in-time" (as needed) and longer-term analysis of teaching practice to help candidates develop enduring professional skills
  - d. Are committed to attending Mentor training, scheduled PROGRAM meetings, and meeting weekly with Candidates an average of one hour per week
  - e. Have the ability, willingness, and flexibility to meet the Candidate's needs for support.
  - f. Display willingness to work collaboratively with colleagues and regional TCDE staff
  - g. Embrace a positive attitude and disposition towards students and teaching
  - h. Develop a sustained and thoughtful collegial relationship with Candidates
  - Demonstrate leadership skills, curriculum expertise, and knowledge of district resources
  - j. Serve as a role model for the teaching profession
- Assure the PROGRAM that the Men'tor assigned to the Candidate does not have any supervisory role or responsibilities over the Candidate they are assigned to Mentor.
- 10. Provide Mentors time to participate in the PROGRAM Mentor training on observation protocol, learning-focused conversations, "just-in-time" coaching, and one-to-one consultations with Candidate
- 11. Communicate PROGRAM requirements and Expectations of Site Administrators to Site Administrators with Candidates enrolled in the PROGRAM.
- 12. Provide full access for Candidates to enroll in the CTE Teacher Preparation Program Google classrooms, which may include whitelisting TCDE's domain, email addresses, etc.

- 13. Notify PROGRAM staff within 10 business days of any changes in the employment status, leaves of absence, or changes in teaching assignment of the enrolled Candidate(s) and Mentor(s).
- 14. Notify PROGRAM staff of a need for a Mentor reassignment.
- 15. Notify PROGRAM staff of any Candidate who discontinues PROGRAM participation (Refer to the 2024-2025 Refund Schedule).
- 16. Participate in PROGRAM evaluation by providing feedback via the Site Administrator Mid-Year and End-of-Year surveys.
- Participate in the CCTC Accreditation Cycle (Site Review interviews, etc.) as needed.
- 18. Appoint a minimum of one liaison to serve on the PROGRAM's Regional Advisory Council. The liaison(s) should be a designee authorized by the DISTRICT to fulfill the roles and responsibilities assigned to him or her. The liaison supports the PROGRAM by providing ongoing updates, communication, and information to and from the DISTRICT.
- 19. Assume financial responsibility for all PROGRAM Fees for each Candidate enrolled in the PROGRAM (Refer to the 2024-2025 Fee Schedule).

### VI. Non-Discrimination Clause

Any service provided by either party pursuant to this agreement shall be without discrimination based on the actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. TCDE and DISTRICT agree to make all personnel decisions without unlawful discrimination, including decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

Each party hereto agrees to hold harmless and to indemnify the other party, its officers and employees, against liability for damages for death or bodily injury to persons, injury to property, or any other loss, damage or expense arising from the negligence, willful misconduct or omission of the party which committed the act, and while acting under the terms and conditions of the Agreement. Should

any action be brought to enforce any of the terms of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees. Both parties, as certified by the signatures below, agree to the provisions of this Agreement:

### VII. Program Participation Options \*\*MUST SELECT AN OPTION\*\*

The DISTRICT will select one of the following options (check next to either Option A or Option B). Both options require full participation in the Tehama CTE Teacher Preparation Program by all participants. Billing will occur in January.

OPTION A – PROGRAM will pay each Mentor a \$1,700 stipend per Candidate at the completion of one year of mentorship

OPTION B – DISTRICT will pay/compensate each Mentor directly for one year of mentorship

Option A: PROGRAM pays Mentor (see fee schedule)

Option B: DISTRICT pays Mentor (see fee schedule)

Pichard DuVarney
Richard Duvarney
Richar

Corning Union High School

District Name

Aug 12, 2024

Date

2024-2025 Refund Schedule		
Date PROGRAM receives written notice from DISTRICT that a Candidate and Mentor will not be participating in the Program	Amount of Refund	
April 15 – July 31	100% of Credential Program Fee	
August 1 – August 31	80% of Credential Program Fee	
September 1 – September 30	70% of Credential Program Fee	
October 1 – October 31	50% of Credential Program Fee	
November 1 – November 30	25% of Credential Program Fee	
December 1 – June 30	No refund	

### Policies and Procedures

- TCDE Record Retention Policy
- Records Request
- Grievance Policy and Form
- Complaints Concerning Department Employees
- Uniform Complaint Procedures
- Preconditions for Designated Subjects
- General Institutional Preconditions

Memorandum of Understanding - Page 8

## me pames agree as rollows.

- 1. The District hereby designates TCDE as its agent for the purpose of fulfilling the following functions and responsibilities as set forth in Education Code Sections 44346, 44346.1, and 45125:
  - Transmission of fingerprints to the California Department of Justice (CA DOJ) by requesting live scan fingerprint services performed by a CA DOJ Applicant Agency Live Scan Service Provider with Certified Fingerprint Rollers, including but not limited to TCDE. (Request for Live Scan Service Form BCIA 8016A to be provided to District by TCDE with appropriate prepopulated fields for transmission requests.)
  - Subscribing to the subsequent arrest notification service from the CA DOJ as provided under Penal Code Section 11105.2.
  - Receiving reports of convictions of the serious and violent felonies and sex offenses as defined in Education Code Section 44010, controlled substance offenses as defined in Section 44011, or offenses specified in Section 44424.
  - Receiving and reviewing background summaries, criminal history records and reports of subsequent arrests from the CA DOJ.
  - Notifying the District Superintendent and/or approved Designee(s) of background responses obtained from the CA DOJ.
  - Maintaining a record of confidential District Designee(s) who have authority approved by the
    District Superintendent to inspect criminal record summary information and make an
    employment decision based on the information.
  - Maintaining a cooperative employment eligibility database.

## Page 1 of 3

## Serving Students, Schools, and the Community

Antelope | Corning Elementary | Corning High | Evergreen | Flournoy | Gerber | Kirkwood Lassen View | Los Molinos | Red Bluff Elementary | Red Bluff High | Reeds Creek | Richfield

responsibility of the contractor.

Written reports of our findings and test results will be provided upon completion of each phase of work. Copies of daily field reports will be left on site upon request.

If this agreement and the attached *General Conditions for Construction Testing* along with our 2024 Fee Schedule are acceptable, please sign and date this letter in the space provided below and return one copy to our office as our formal authorization to proceed.

We look forward to working with you on this project. If you have any questions regarding this proposal or require additional information, please feel free to contact us.

Mid Pacific Engineering, Inc.

Brian Ely

Construction Services Manager

Troy W. Kamisky Principal Engineer

RPE No. 68350, Exp. 9-30-23

Attachments: General Conditions for Construction Testing 2024 Fee Schedule – Redding Office

I, the undersigned, agree to the terms and conditions as stated in the above proposal and the attached General Conditions for Construction Testing Services.

Signature

Name

Ti

\_\_\_\_

Date



REDDING 530-246-9499 WEST SACRAMENTO 916-927-7000 LODI 209-625-4400

GEOTECHNICAL ENGINEERING | GEOPHYSICS | ENVIRONMENTAL | EARTHWORK TESTING | MATERIALS ENGINEERING AND TESTING | SPECIAL INSPECTIONS

#### **GENERAL CONDITIONS**

### FOR

#### CONSTRUCTION TESTING SERVICES

WARRANTY OF AUTHORITY TO SIGN - The person signing the attached contract, or accepting the attached proposal, warrants he has authority as, or on behalf of, the Client or Owner for whom or for whose benefit Mid Pacific Engineering, Inc. (hereinafter referred to as "Consultant") would render service. If such a person does not have such authority, he agrees that he is personally liable for all breeches of the Agreement and that in any action against him for breach of such warranty, a reasonable attorney's fee shall be included in any judgment rendered.

LIMITATION OF LIABILITY - The Client agrees to limit the Consultant's liability to the client and all construction contractors and subcontractors on the project arising from the Consultant's services pursuant to this agreement, such that the total aggregate liability of the Consultant to all those named shall not exceed \$50,000 or the Consultant's total fee for the services rendered on this project, whichever is greater. The Client further agrees to require of the contractor and his subcontractors an identical limitation of the Consultant's liability for damages suffered by the contractor or the subcontractor arising from the Consultant's professional acts, errors, or omissions. Neither the contractor nor any of his subcontractor's assume any liability for damages to others which may arise on account of the Consultant's professional acts, errors or omissions.

**STANDARD OF CARE** - Service performed by the Consultant under this Agreement will be conducted in a manner consistent with the level of care and skill ordinarily exercised by members of the profession currently practicing under similar conditions. No other warranty, express or implied, is made.

**RESPONSIBILITY OF THE CONTRACTOR** - Services provided by the Consultant under this Agreement should not be taken as a guarantee of construction nor does it relieve the contractor of his responsibility to produce a completed project conforming to the project plans and/or specifications. In all cases the contractor is responsible for site safety and the repairs of defects regardless of when they are found.

**DISTRIBUTION OF REPORTS** - Unless specifically requested by the Client, all reports prepared by the Consultant will be sent only to the Client. If reports or other test data prepared by the Consultant is to be forwarded to any other party (including regulatory agencies), the Client must specifically request this service in writing to the Consultant prior to the start of work.

INSURANCE - The Consultant represents and warrants that it and its agents, staff and consultants employed by it are protected by Workers' Compensation insurance and that the Consultant has such coverage under public liability and property damage insurance policies which the Consultant deems to be adequate. Certificates for all such policies of insurance may be provided to the Client upon request in writing. Within the limits and conditions of such insurance, the Consultant agrees to indemnify and save the client harmless from and against any loss, damage of liability arising from any negligent acts by the Consultant, its agents, staff, and consultants employed by it. The Consultant shall not be responsible for any loss, damage, or liability beyond the amounts, limits, and conditions of such insurance. The Consultant shall not be responsible for any loss, damage, or liability arising from any acts by the Client, it agents, staff, and other consultants employed by it.

**SAMPLES** - The Consultant will dispose of all soil, rock, concrete, steel, masonry, or other construction-related samples upon completion of testing. Further storage or transfer of samples can be made at Client's expense upon written request.

**OWNERSHIP OF DOCUMENTS** - All reports, field data, field notes, laboratory test data, calculations, estimates, and other documents prepared by the Consultant, as instruments of service, shall remain the property of the Consultant. Client agrees that all reports and other work furnished to the Client or his agents, which are not paid for, will be returned upon demand and will not be used by the Client for any purpose whatsoever.

**TERMINATION** - This agreement may be terminated by either party upon seven (7) days written notice in the event of substantial failure by the other party to perform in accordance with the terms hereof. Such termination shall not be effective if that substantial failure has been remedied before expiration of the period specified in the written notice. In the event of termination, Consultant shall be paid for services performed to the termination notice date plus reasonable termination expenses.

ASSIGNS - Neither the Client nor the Consultant may delegate, assign, sublet or transfer his duties or interest in the Agreement without written consent of the other party.

PAYMENT - The Consultant will submit monthly invoices to the Client and a final bill upon completion of services. Unless specified otherwise in the Agreement, payment is due upon presentation of invoice and is past due thirty (30) days from invoice date. Client agrees to pay a finance charge of one and one-half percent (1-1/2%) per month, or the maximum rate allowed by law, on past due accounts.

If fees are not paid in full for the labor, services, equipment or materials furnished or to be furnished, a mechanic's lien may be placed against the property. Such action may lead to the loss of all or part of Client's property being so improved.

MEDIATION - All claims, disputes and other matters in question between the parties to this agreement, arising out of or relating to this agreement or the breach thereof, shall be submitted to non-binding mediation under the auspices of a mediation service experienced in the handling of construction disputes prior to initiation of any lawsuit or other litigation unless the parties mutually agree otherwise. The cost of said Mediation shall be split equally between the parties. This agreement to mediate shall be specifically enforceable under the prevailing law of the jurisdiction in which this agreement was signed.

**DISPUTES** - In the event that a dispute should arise relating to the performance of the services to be provided under this agreement or for nonpayment of fees, and should that dispute result in litigation, it is agreed that the prevailing party shall be entitled to recover all reasonable costs incurred in the defense of the claim, including staff time, court costs, attorneys' fees, and other claim-related expenses.

### MID PACIFIC ENGINEERING, INC. 2024 Standard Fee Schedule – Redding Office

Field Testing and Inspection Technician (Soils, Anchors and Miscellaneous Inspections)

Field Testing and Inspection Technician (Concrete)

Rate per Hour

\$125

LABOR

	Field Testing and Inspection Technician (Soils, Anchors and Miscellaneous Inspections)	\$135
	Senior Field Testing and Inspection Technician (Welding, Bolting and Masonry)	\$145
	Senior Field Testing and Inspection Technician (Non-Destructive Testing and GPR)	\$155
	Senior Field Technician Coring (includes coring equipment + \$350 bit charge)	\$135
	Managing Technician	\$155
	Laboratory Technician	\$110
	Laboratory Machining Time	\$150
	Administrative Assistant	\$90
	Draftsperson	\$110
	Staff Engineer/Geologist	\$155
	Project Engineer/Geologist	\$175
	Senior Engineer/Geologist	\$195
	Chief Engineer	\$205
	Overtime and Double Time, including travel, (work beyond 8-hour days, weekends, and Holidays) wi	Il he hilled at a rate
	of 1.5 and 2 times the hourly rate presented above, respectively. Scheduled night work will be billed the hourly rate presented above. A 2-hour minimum charge will apply on all projects. A 4-hour minimum charge will apply on Holidays.	at a rate of 1 as times
LABORATO	DRYTESTING	D-1
Asphalt		Rate per Test
(* Nes	Extracted Aggregate Grain Size Analysis	fave.
	LTMD	\$210
	Marshal Compacted Unit Weight	\$500
	Maximum Theoretical Density (Rice)	\$165
	Oil Content by Extraction	\$220
	Oil Content by Ignition	\$290
	Stabilometer Value (3 specimens)	\$290
	Unit Weight of Cores	\$440
Concrete	one respire or cores	\$60
	Compression Testing - Concrete 4x8 and Hold	
	Compression Testing - Concrete 6x12 and Hold, Grout, Mortar or CLSM	\$45
	Compression Testing - Concrete Core Including Trimming	\$60
	Compression Testing - Concrete Core	\$70
	Flexural Strength – 6" x 6" concrete beam	\$80
	Length Change of Hardaned Congrete Christiana Management ( )	\$165
	Length Change of Hardened Concrete - Shrinkage Measurement (set of 3) Splitting Tensile Test – 6" x 12" Cylinders	\$500
	Thermal Resistivity Testing	\$80
		\$100
	Trial Batch – Compression Testing (set of 5)	\$1000
Masonry	Trial Batch – Compression Testing (set of 5) and Shrinkage Measurement (set of 3)	\$1450
	Compression Testing - Masonry Prism	4
	Compression Testing - Masonry Unit or Brick	\$240
	Masonry Absorption and Unit Weight (set of 3)	\$80
	Masonry Core Shear Test	\$245
	Masonry Unit Dimensions	\$125
	Masonry Unit Linear Shrinkage, Absorption and Moisture (set of 3)	\$100
Reinforcing	and Structural Steel	\$640
	Anchor Bolt Tensile Strength	G
	Prestressing Tendon Tensile Strength	\$110
	Rebar Tensile and Bend 1 - 7 bar	\$180
	Rebar Tensile and Bend 8 - 14 bar	\$160
	Rockwell Hardness	\$220
	Structural Bolt Tensile and Hardness per Assembly	\$30
	Structural Steel Tensile	\$450
	Welder Qualification Bend Test	\$115
	Welder Qualification Macro Etch Test	\$55
	Welder Qualification Tensile Test	\$55
	Fireproofing Unit Weight	\$110
	Hydraulic Ram Calibration	\$80
	Zinc Coating and Chemical Analysis	\$165
	and Counting and Chemical Analysis	Quote

## MID PACIFIC ENGINEERING, INC. 2024 Standard Fee Schedule – Redding Office

Soil and Aggregate	
Absorption of Sand or Gravel	1400000
Aggregate Cleanness Value	\$90
Aggregate Crushed Particles	\$175
Aggregate Unit Weight	\$140
Atterberg Limits	\$80
California Compaction Impact Method 216	\$220
Compaction Curve	\$300
Compaction Curve Check Point	\$300
Consolidation Test	\$80
Corrosion Testing	\$720
Direct Shear Test	\$200
Durability	\$200
Expansion Index	\$230
Grain Size Analysis - Total Sieve (200, Fine and Coarse)	\$230
Grain Size Analysis - Fine or Coarse Sieve	\$300
Grain Size Analysis - Soils Finer than No. 200	\$145
Grain Size Analysis - Hydrometer	\$135
L.A. Abrasion (100 and 500 Rev)	\$220
Landscape Fertility Testing	\$230
Moisture Content	\$130
Organic Content of Soils by Combustion	\$55
Organic Impurities in Fine Aggregates	\$110
Permeability	\$60
Resistance Value - Untreated	\$480
Resistance Value - Treated with Lime or Cement	\$420
Sand Equivalent	\$480
Sodium or Magnesium Sulfate Soundness	\$200
Specific Gravity	\$180
Thermal Resistivity Testing – Remolded Sample	\$165
Thermal Resistivity Testing – Undisturbed Sample	\$100
Triaxial Shear - Undisturbed	\$80
Triaxial Shear – Remolded	\$480
Unconfined Compression Test	\$580
Unconfined Compression Test – Chemically Treated (set of 3)	\$160
Unit Weight and Moisture Content - Undisturbed Sample	\$520
Unit Weight and Moisture Content - Loose Sample	\$60
Earthwork Water Replacement Density Test	\$90
Please contact our office for laboratory testing not listed on this fee schedu	\$530
the series of the series of the series of this ree scriedu	le Quote
MISCELLANEOUS	
Mileage – Billed Portal to Portal	to 05/mile
Per Diem	\$0.95/mile
Outside Services	\$210/day
Final Report of Inspection	Cost +20%
DSA Interim Report	\$400
DSA Final Report	\$500 \$800
Department of Industrial Relations Wage Reporting	\$180/month
	şioojiilontn



\$180/month

## Corning Union High School District and Center for Evaluation and Research, LLC

This agreement dated July 1, 2024 is between the Corning Union High School District of Corning, CA. and the Center for Evaluation and Research, LLC of Redding, CA.

In this agreement, the party who is contracting to receive services shall be referred to as "CUHSD", and the party providing services shall be referred to as "CER".

CER has a background in program evaluation and related services and is willing to provide services for the CUHSD's After School Program based on this background. CER will provide the following services:

1. Evaluation of the After School Program in accordance with grant demands

Payment. CUHSD will pay a fee to CER for the Services in the amount of \$14,000. This fee shall be payable in two installments of \$7,000.00 in December 2024 and June 2025.

Relationship of Parties. It is understood by the parties that CER is an independent contractor.

Amendment. This Agreement may be modified or amended if the amendment is made in writing and is signed by both parties.

Applicable Law. This Agreement shall be governed by the laws of the State of California.

Corning Union High School District	Date
	Lut
Center for Evaluation and Research, LLC	Date



### Memorandum of Understanding

Between the Corning Union Elementary School District and Corning Union High School District regarding the Implementation of pLTE Services

- 1. SUMMARY. This Memorandum of Understanding (MOU) sets forth the terms and conditions under which Corning Union Elementary School District ("CUESD") will provide pLTE services to Corning Union High School District ("CUHSD") in exchange for the use of facilities located at Corning Union High School.
- 2. EFFECTIVE DATE AND TERM. This agreement is effective July 1, 2024 and ends June 30, 2029.
- 3. DESCRIPTION OF SERVICES PROVIDED.

CUESD agrees to grant CUHSD use of their pLTE network services in exchange for the use of building infrastructure, including wall space for IDF racks, building attached monopole structure, use of electricity, and the use of physical network infrastructure located at the Corning High School campus.

CUHSD will be responsible for providing end user devices and SIM cards, on an as needed basis to connect user devices to CUESD's pLTE network. CUESD will be responsible for supporting the pLTE network configuration, service availability, and SIM provisioning as needed by CUHSD.

- 4. COST FOR SERVICES. No monetary exchange will be made by either party for the use of pLTE services provided by CUESD or for the use of building infrastructure provided by CUHSD.
- 5. SERVICE AVAILABILITY. CUESD will make best effort to keep pLTE services available.
- 6. GOVERNING LAW. This Agreement, and the rights and obligations of the parties, shall be governed by and construed in accordance with the laws of the State of California.
- 7. ENTIRE AGREEMENT. This Agreement contains the entire agreement and understanding between the parties. It supersedes and replaces any prior agreement between the parties. There are no oral understandings, terms or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement.
- 8. ALTERATION OF AGREEMENT. This Agreement may be modified or terminated only by mutual agreement of the parties where the changes are in writing and is signed by both parties.
- 9. INDEMNIFICATION. CUHSD agrees to indemnify, defend, and hold harmless CUESD, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on CUESD arising out of CUHSD's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of CUESD, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless CUHSD under this Agreement, CUHSD shall reimburse CUESD for all costs, attorney's fees, expenses and liabilities associated with any

resulting legal action. CUHSD shall seek CUESD approval of any settlement that could adversely affect CUESD, its officers, agents or employees.

CUESD agrees to indemnify, defend, and hold harmless CUHSD, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on CUHSD arising out of CUESD's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of CUHSD, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless CUESD under this Agreement, CUESD shall reimburse CUHSD for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. CUESD shall seek CUHSD's approval of any settlement that could adversely affect CUHSD, its officers, agents or employees.

10. ATTORNEY'S FEES. Should any action be brought to enforce any of the terms of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees.

#### **SIGNATURES**

Corning Union Elementary School District	Corning Union High School District
By:	By:
Tiffany Dietz Superintendent	Miguel Barriga Superintendent
Date:	Date:
Notice may be sent to:	

Corning Union Elementary School District

1005 Hoag St Corning, CA 96021 530-824-7700 Fax 530-824-2493

## Corning Union High School District

# Notice of Public Hearing Sufficiency of Instructional Materials

This hearing is scheduled during the regular meeting of the Corning Union High School District Board of Education as follows:

Thursday, September 12, 2024 6:45 p.m.

Corning Union High School Library 643 Blackburn Avenue Corning, CA 96021 (530) 824-8000

Posted: August 29, 2024 Corning Union High School Centennial High School Corning Library

Local Educational Agency (LEA) Name: Corning Union High School Dist

CDS Code: 52-71506-0000000

School Year: 2024-25 LEA contact information:

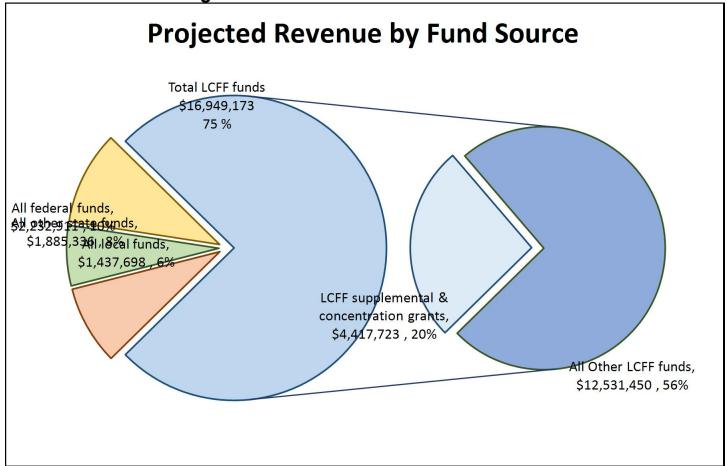
Jared Caylor Superintendent

jcaylor@corninghs.org

530-824-8000

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

**Budget Overview for the 2024-25 School Year** 



This chart shows the total general purpose revenue Corning Union High School Dist 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 Corning Union High School Dist is \$22,505,118, of which \$16949173 is Local Control Funding Formula (LCFF), \$1885336 is other state funds, \$1437698 is local funds, and \$2232911 is federal funds. Of the \$16949173 in LCFF Funds, \$4417723 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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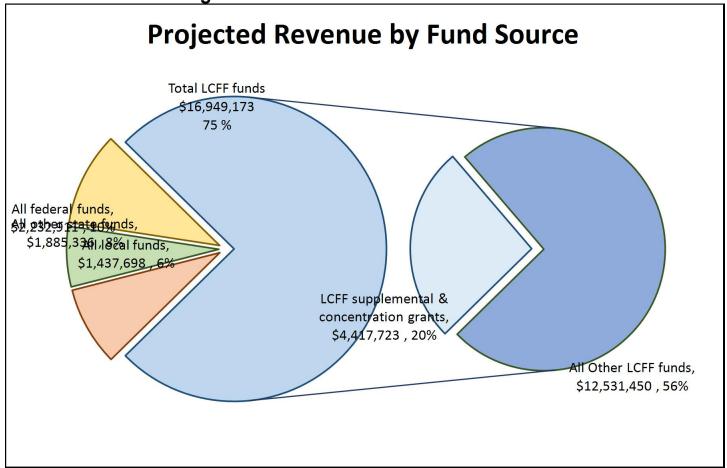
Jared Caylor Superintendent

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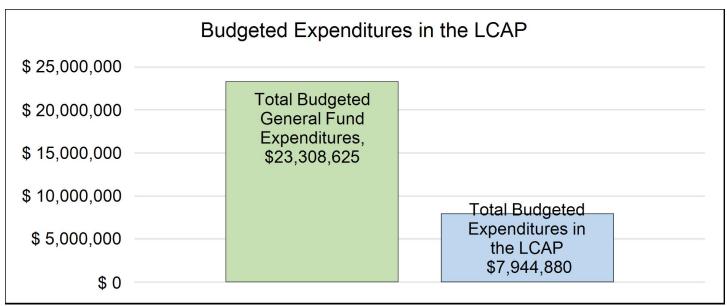
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The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Corning Union High School Dist plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

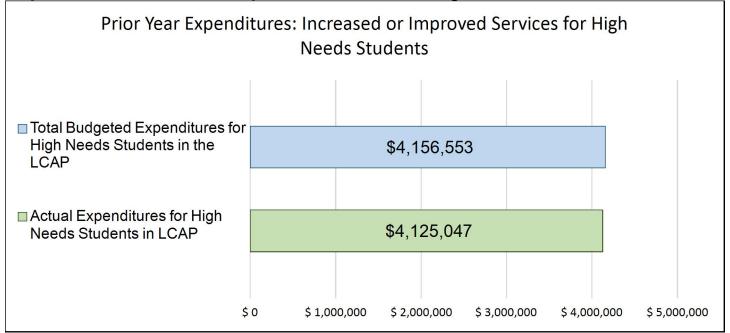
The text description of the above chart is as follows: Corning Union High School Dist plans to spend \$23308625 for the 2024-25 school year. Of that amount, \$7944880 is tied to actions/services in the LCAP and \$15,363,745 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

EXPENDITURES NOT INCLUDED IN THE LCAP INCLUDE THE FOLLOWING: LARGE PORTION OF ADMINISTRATION COSTS, ALL DISTRICT LEVEL COSTS, CAPITAL OUTLAY COSTS, AND OTHER RESOURCE EXPENDITURES THAT FALL INTO FUND 01.

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

In 2024-25, Corning Union High School Dist is projecting it will receive \$4417723 based on the enrollment of foster youth, English learner, and low-income students. Corning Union High School Dist must describe how it intends to increase or improve services for high needs students in the LCAP. Corning Union High School Dist plans to spend \$5943522 towards meeting this requirement, as described in the LCAP.

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



This chart compares what Corning Union High School Dist budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Corning Union High School Dist 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, Corning Union High School Dist's LCAP budgeted \$4156553 for planned actions to increase or improve services for high needs students. Corning Union High School Dist actually spent \$4125047 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$31,506 had the following impact on Corning Union High School Dist's ability to increase or improve services for high needs students:

THERE WAS NO IMPACT. COSTS CAME IN LOWER THAN ANTICPATED.

## **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
Corning Union High School Dist		jcaylor@corninghs.org 530-824-8000

## **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.

Corning Union High School District (CUHSD) is located in Corning, California, a small city in Tehama County known for its strong community spirit and rich agricultural background. Corning, often referred to as the "Olive Capital," is surrounded by beautiful landscapes, olive, almond, and walnut orchards and rolling hills of rangeland utilized by ranchers, all contributing to its local economy and charm. The area is characterized by its rural setting, which fosters a close-knit community where families, local businesses, and educators work collaboratively to support the youth and their education.

### Community Overview:

Corning's community is diverse, with a blend of cultural backgrounds, including a significant Hispanic population that enriches the city with its traditions and celebrations. The community is supportive of its schools, often participating in school events, athletic competitions, and student achievements. Despite facing challenges common to rural areas, such as limited access to certain resources and services, Corning's residents take pride in their resilience and community engagement.

### District Schools and Student Body:

CUHSD serves high school students from Corning and the surrounding areas, providing education from grades 9 through 12. The district is home to three schools, each catering to different needs and interests of its student body:

Corning High School: As the main high school within the district, it offers a comprehensive education with a wide range of academic and elective courses, including Advanced Placement (AP) and Career Technical Education (CTE) programs. The school boasts strong athletic and arts programs, encouraging students to engage in extracurricular activities.

Centennial High School: This alternative education option within CUHSD offers a more flexible learning environment for students who thrive outside traditional educational settings. Centennial focuses on personalized education plans, smaller class sizes, and additional support to help students succeed. This site is the recipient of Equity Multiplier funding.

Corning Independent Study: For students seeking a more autonomous learning experience, this program provides an opportunity to pursue their education through independent study, allowing for flexibility and self-paced learning.

### Students

Based on the Full Dashboard Report 2023 for Corning Union High School District (CUHSD), the student population is diverse, with a significant representation of socioeconomically disadvantaged students, accounting for 77.2% of the enrollment. English Learners comprise 26.9% of the student body, highlighting the district's multicultural environment and the need for tailored English language learning programs. Foster youth represent a smaller segment of the population at 1.1%. This demographic snapshot underlines CUHSD's commitment to supporting a diverse student body, with particular emphasis on providing resources and programs that meet the unique needs of its students. The district's demographics reflect the broader characteristics of the Corning, CA community, which is known for its agricultural roots and cultural diversity. CUHSD's focus on inclusivity and equality is crucial in its mission to offer a supportive educational experience that respects and promotes the potential of every student.

In summary, Corning Union High School District is a pillar of the Corning, CA community, dedicated to nurturing the potential of every student. Through its schools, CUHSD strives to offer educational programs that are comprehensive, innovative, and adaptable to the changing needs of its students and the world they are preparing to enter.

## **Reflections: Annual Performance**

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

Reflecting on the 2023 Full Dashboard Report for Corning Union High School District (CUHSD), the district's performance across various indicators provides a multifaceted view of its strengths and areas for improvement. The demographic data showcases a diverse student body with significant representation of socioeconomically disadvantaged students (77.2%) and English Learners (26.9%), underscoring the importance of targeted support and resources for these groups.

Academically, the performance in English Language Arts (ELA) and Mathematics presents a mixed picture. The district's performance in ELA and Math make it clear that there remains room for growth to meet and exceed state standards. In Mathematics, the challenges are more pronounced, with students' performance indicating a need for intensified focus and strategic interventions to improve outcomes and close the achievement gap. Specifically, English Learners, Hispanics, and Students with Disabilities all achieved in the lowest performance level. In ELA, Students with Disabilities and white students scored in the lowest subgroup.

The graduation rate, represented by a blue performance color, suggests that CUHSD is effectively supporting students towards completing their high school education, which is a significant achievement. No student subgroups scored lower than "green" on the dashboard in this category. However, the suspension rate, marked in red, highlights a critical area for action in creating a more positive and conducive learning environment that minimizes disruptions to students' education. All student subgroups in the district, with the exception of those who are Two or More Races, were ranked in the lowest achievement group regarding suspension.

In summary, while the 2023 Dashboard Report points to several achievements, particularly in supporting students to graduate, it also emphasizes the need for focused efforts in improving academic performance in core subjects, enhancing the school climate, and increasing engagement with families and the community. Addressing these areas will be crucial for CUHSD as it strives to provide an equitable and high-quality educational experience for all students.

In a review of our students scoring in the Red on the 23-24 School dashboard we have identified the following needs:

SUSPENSION: EL, Hispanic, Homeless, Socioeconomically disadvantaged, Students with Disabilities, and White. English learners and Hispanic students often face cultural misunderstandings and language barriers, while homeless and socioeconomically disadvantaged students struggle with instability, unmet basic needs, and stress-related behavioral issues. Students with disabilities often experience disciplinary actions due to behaviors linked to their conditions and a lack of proper accommodations. White students, particularly those from low-income backgrounds, are not immune to biases and the challenges of economic hardship. Addressing these disparities requires comprehensive strategies that include bias training for school staff, culturally responsive disciplinary policies, and increased support for vulnerable student

ELA: Students with Disabilities, White. For our students with disabilities, challenges often include difficulties with language processing, reading comprehension, and writing, often exacerbated by a lack of individualized support and appropriate accommodations in the classroom. White students from low-income backgrounds often struggle due to limited access to educational resources, less exposure to enriching language experiences, and higher levels of stress and instability at home.

Math: ALL, Students with Disabilities, English Learners, Hispanic, White: Students with disabilities often face cognitive challenges, such as difficulties with numerical processing and problem-solving, coupled with inadequate support and accommodations. English learners often struggle with language barriers that hinder their understanding of math vocabulary and concepts. Hispanic students face similar language challenges, along with cultural. White students from low-income backgrounds often lack access to quality educational resources and support, experience higher stress levels, and may encounter lower academic expectations.

ELIPI: Language barriers create significant challenges in understanding and engaging with the curriculum, which can impede language development. Additionally, these students often lack sufficient exposure to English outside of school, limiting their practice and reinforcement opportunities. Cultural differences make it harder for students to connect with the material.

## **Reflections: Technical Assistance**

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

LEA has engaged in the MTSS technical assistance program of the Tehama County Department of Education. Assistance has included the training of school site Tier 1 leadership teams during the 23/24 school year. As part of this training, each leadership team has received

training and coaching in developing their understanding and leadership skills to positively impact identification of and implementation of effective Tier 1 strategies that support all students in meeting cognitive, emotional, social, interpersonal, and academic skill development. Teams have been guided in using the cycle of inquiry to analyze school systems and student performance with an emphasis on identifying gaps in instructional practices and student learning. This has also included a look at identification of equity gaps. Teams will continue to receive Tier 1 training during the 24/25 school year with training initiated for Tier 2 leadership teams.

## **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.

Centennial High School

### Support for Identified Schools

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

CUHS leadership has participated in workshops focused on understanding data and plan requirements for addressing CSI components and needs. Staff and district leadership has collaborated to understand the needs of Centennial that resulted in the CSI identification. In addition this collaboration has included the identification of appropriate interventions, actions, use of funds and strategies to support student achievement, and assistance in identifying appropriate evidence-based interventions. Utilizing an MTSS approach with a particular focus on Tier 1/Tier 2 supports, the district is equipping site leaders with relevant data and professional development to effectively lead the improvement efforts around disaggregation of data to determine disproportionality and identification a focus on providing the appropriate resources required for implementing change ideas ensuring there are no resource inequities. CUHSD will continue engagement with the Tehama County Department of Education in the 2024-25 on a variety of topics related to comprehensive support and improvement. Among these activities will be the District's participation in the Tier 1 and MTSS Tier II MTSS team that is being led by the county.

### Monitoring and Evaluating Effectiveness

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

CHS, in conjunction with Tehama County Department of Education, is working with Centennial staff to develop and implement processes and procedures specific to ensuring consistent and ongoing monitoring of the plan with regular feedback and check-ins conducted during stakeholder meetings (staff meetings, district leadership meetings, etc.). This process will be integrated into the Tier 1/2 work being done LEA-wide and documents through a comprehensive assessment roadmap that also embeds continuous improvement tools. In addition to district leadership, CHS will be utilizing the continuous improvement consulting resources offered by Tehama County Department of Education. Overall effectiveness of this plan and the improvement processes identified will be embedded in the quarterly evaluative work of the district MTSS leadership team in conjunction with staff analysis and feedback. This will be aided by the purchase and implementation of new software tools that more effectively track student progress to post secondary goals in real time.

## **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	Teachers, within their departments, review and update their portion of the District Strategic Plan. (DSP). Departments are given specific time within the District collaboration schedule to review data related to the plan. This plan drives the goals, actions, and metrics of the LCAP.
Principals/Administrators	Principals engage staff regarding various aspects of the DSP during collaboration time throughout the school year. Feedback from these meetings is shared in administrative meetings and documented for input into the LCAP's goals, actions, and metrics.
School Personnel	School staff, within their departments, review and update their portion of the DSP. This plan drives the goals, actions, and metrics of the LCAP.
Parents	Parents were engaged at two separate school site council meetings, held on April 18, 2024 and May 16, 2024. Parents were also engaged in two separate DELAC meetings, held on March 20, 2024 and April 24, 2024.
Local Bargaining Units	Local bargaining units were engaged within their departments to review and update their portion of the DSP. This plan drives the goals, actions, and metrics of the LCAP.
Students	Students were engaged at two separate school site council meetings, held on April 18, 2024 and May 16, 2024. Students were also engaged in two separate DELAC meetings, held on March 20, 2024 and April 24, 2024.

Educational Partner(s)	Process for Engagement
Equity Multiplier Funds	Ed partners at Centennial (students, parents, staff) were engaged through the Strategic Planning Process to identify areas of need for the continuation site that could be addressed through the use of Equity Multiplier Funds. Strategic planning sessions took place during district collaboration time throughout the school year.

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

Math and ELA - These two subject areas were identified as top priorities in the District Strategic Plan (DSP). As a result, the District has added student performance on local interim assessments as a metric. Also, the District has historically had an "action" to provide summative college/career readiness assessments (SAT, ACT, etc). In addition to this, the District is now providing interim assessments for all grade levels to assess student learning in an ongoing manner.

CTE - A new metric has been added to measure the number of students who complete A-G requirements AND a CTE pathway. This new metric is indicative of our District's ongoing efforts in CTE.

Early College Credit - The District is now using a metric that will assess how many students are earning early college credit. This was in response to feedback from stakeholders stating that the District has emphasized this for students, but is not measuring how successful the efforts have been.

ELPAC - In addition to measuring how many students are redesignated every year, the District received feedback from teachers that measuring how many students improved at least one level on the ELPAC would help the District measure progress as well, so this metric has been added.

Social & Emotional Well Being - The District added a metric on goal #2 to measure student participation in CIF sanctioned athletics. This was added based on feedback that a lot of time, effort, and money is spent on this activity in order to promote positive student growth and the data should be captured somewhere to reflect that effort.

Equity Multiplier - The District decided on the goal, actions, and metrics for goal #3 based on significant amounts of input from students and staff at the alternative education site. For many years, there has been an identified need for better CTE options in alternative education. The District has had a good facility for this, but has not had funds to adequately staff the positions required to implement this program. These funds are being utilized to start that program. Additionally, the funds are being utilized for a campus supervisor to help students with decision making that sometimes gets in the way of them being able to access their educational program.

To address these needs and those of our students groups with red indicators on the California School Dashboard (as listed in the reflection section of our LCAP), we are engaging in the development of a comprehensive MTSS system. Within this system, the needs of the WHOLE child are being identified through a cycle of inquiry through the development and coaching our Tier 1 leadership teams and Tier 2 leadership teams at both Corning High and Centennial. These groups are particularly focusing on the needs of our underperforming students in an effort

to align best practices that are research-based and evidenced-based as we create Tier 1 initiative that address the whole child in all settings. For those students who continue struggling, our Tier 2 leadership team is developing the capacity to influence interventions that add key supports and dosage that compliment Tier 1 and specifically help our struggling students close the gap between their current performance and the desired performance in meeting standards.

## **Goals and Actions**

## Goal

Goal #	Description	Type of Goal
1	All students will demonstrate the necessary skills and knowledge to be college and career ready	Broad Goal

### State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

This goal addresses the district's commitment to providing equitable educational opportunities and closing achievement gaps among diverse student groups. By focusing on college and career readiness, the district aims to improve academic performance, enhance employability, and support students in achieving long-term success. This approach includes aligning curriculum with college and career standards, increasing access to Career Technical Education (CTE) pathways, and offering comprehensive support services to help students navigate their educational and career options effectively.

## **Measuring and Reporting Results**

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of misassigned teachers	2022-23: 0%			2025-26: 0%	
1.2	Percentage of graduates meeting A-G requirements	2022:23: 18%			2025-26: 24%	
1.3	Percentage of students that have met or exceeded the standard in ELA on the 11th grade CASASPP as reported on the California School Dashboard	2023-24: 38%			2026-27: 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Percentage of students that have met or exceeded the standard in Math on the 11th grade CASASPP as reported on the California School Dashboard	2023-24: 11%			2026-27: 30%	
1.5	Average distance from standard for students taking the 11th grade Math CAASPP	2023-24: 150			2026-27: 75	
1.6	Average distance from standard for students taking the 11th grade ELA CAASPP	2023-24: 74.2			2026-27: 35	
1.7	Percentage of students who grew at least one grade level equivalent in Math local interim assessments	2023-24: 25.5%			2026-27: 50%	
1.8	Percentage of students who grew at least one grade level equivalent in ELA local interim assessments	2023-24: 21.3%			2026-27: 50%	
1.9	Percentage of students that have met or exceeded the standard in Science based on the CAST	2023-24:			2026-27:	
1.10	Percentage of graduating students earning at least six (6) college credits through early college credit	2022-23:			2025-26:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	opportunities (dual enrollment, articulated courses, concurrent enrollment, etc)					
1.11	Graduation Rate	2022-23: 95%			2025-26: 97%	
1.12	Percentage of courses with sufficient materials to implement common core state standards	2023-24: 100%			2026-27: 100%	
1.13	Percentage of students meeting both A-G requirements AND completing a CTE pathway	2022-23:17%			2025-26: 25%	
1.14	Percentage of EL students who increased at least one level on the ELPAC	2023-24:			2026-27:	
1.15	Percentage of students EL students who were reclassified	2023-24: 13%			2026-27: 25%	
1.16	Percentage of AP students who passed at least one (1) AP exam with a score of 3 or better	2022-23: 70%			2025-26: 90%	
1.17	Percentage of students deemed "College/Career Prepared" according to the California School Dashboard	2022-23: 47.7%			2025-26: 75%	

## 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	College Prep Staff	Provide access to college prep and courses taught by highly qualified instructional staff	\$3,785,744.00	Yes
1.2	Support Staff	Provide adequate support staff that are highly trained.  Maintain funding for additional staff to provide supports for unduplicated students using additional 15% concentration funds.	\$368,455.00	No
1.3	Professional Development	Provide professional development for instructional and support staff addressing the needs of unduplicated students, students with disabilities, and EL students.	\$45,859.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	MTSS Team Development	Create and maintain District MTSS teams to monitor the effectiveness of interventions in place and make recommendations related to improving student achievement for all students. A particular emphasis is placed on addressing the needs of our students scoring RED on the dashboard as we:	\$31,326.00	Yes
		Those qualified for suspension (SWD, SED, White, EL, Hispanic, Homeless): Address and developing conditions for learning that build the agency and motivation of these students to engage as we identify and address barriers to their behavior within the school setting.		
		Those qualified for ELA and MA (SWD, White, EL, Hispanic, ALL Group): Identifying effective practices that specifically address the academic barriers these students face. This includes supporting the social/emotional needs, behavior needs, and academic needs of these students. Tier 1 and Tier 2 teams are receiving training to engage in this work through a focus on systems and addressing the needs of all students.		
		Those qualified as not making progress as measured by the ELPI indicator: Addressing the whole child, as described above, is essential for our EL students. Our MTSS teams will focus on addressing the barriers caused by language development and acquisition, creating practice and reinforcement opportunities, and addressing the cultural biases these students face among their peers and our staff.		
1.5	A-G Instructional Materials	Provide Instructional Materials for A-G courses	\$48,000.00	No
1.6	College/Career Readiness	Provide formative and summative college/career readiness assessments	\$35,022.00	No
1.7	CTE Courses Supplies	Provide equipment, supplies and technology for CTE courses	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Academic Support	Provide academic support systems to increase student achievement and the support the language acquisition of EL students.	\$158,375.00	No
1.9	Academic Intervention	Provide instructional materials for academic interventions for EL, Special Education, and other student groups	\$13,202.00	No
1.10	Credit recovery and remediation	Provide opportunities for credit recovery and remediation	\$291,005.00	Yes
1.11	Technology	Provide technology, equipment, and supplies necessary for students and staff	\$367,017.00	Yes
1.12	State Standards Coursework	Implement and monitor coursework aligned with state standards for all students, including EL students.		No

### **Goals and Actions**

#### Goal

Goal #	Description	Type of Goal
2	Promote social and emotional well-being and personal responsibility among high school students and graduates	Broad Goal

#### State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

#### An explanation of why the LEA has developed this goal.

The Corning Union High School District has established the goal of promoting social and emotional well-being and personal responsibility among high school students and graduates to address the significant impacts of academic and behavioral challenges exacerbated by socio-economic factors and the aftermath of the pandemic. This goal aligns with the district's mission to develop well-rounded students who are prepared for a globally connected society. By focusing on social and emotional development of our students, the district aims to equip students with essential coping skills, enhance their emotional resilience, and foster a supportive learning environment. This approach not only supports academic achievement but also contributes to improved behavior and personal responsibility, ultimately leading to higher graduation rates and better preparedness for post-secondary opportunities?????

# 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	2022-23: 93.9%			2025-26: 96%	
2.2	Percentage of Students that are Chronically Absent	2022-23: 23.4%			2025-26: 10%	
2.3	Percentage of Students Suspended at Least One Day				2025-26: 5.1%	
2.4	Percentage of Students Expelled	2022-23: 0%			2025-26: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Student sense of safety and connectedness for 9th grade students as measured by annual surveys (CHKS)	2023-24: 55%			2026-27: 75%	
2.6	Student participation rates in CIF governed athletic programs (duplicated participant count/student enrollment)	2023-24: 81.4%			2026-27: 85%	
2.7	Student dropout rate as measured by state reporting.	2023-24: 1.42%			2026-27: 1.0% or lower	

# 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	Parent Involvement	Provide opportunities for parental involvement and input into school decision-making.	\$750.00	No
2.2	CTE Courses	CTE courses and teachers to address interests of students	\$1,047,674.00	Yes
2.3	Attendance Monitoring	Monitor and intervene in student attendance	\$216,756.00	Yes
2.4	Behavior Supports	Provide behavioral support programs and services	\$136,201.00	No
2.5	Transportation	Provide home to school student transportation for all students living outside of a three mile radius from their school site	\$870,384.00	
2.7	SpEd Attendance	Incorporate attendance goals into IEP's	\$13,521.00	No
2.8	SEL Behavior Supports	Contract with outside agencies for social emotional and behavioral support for students	\$24,434.00	No
2.9	Facilities	Maintain clean and safe facilities	\$157,610.00	No
2.10	Master Facilities Plan	Annually review and update Master Facilities Plan	\$30,000.00	No

### **Goals and Actions**

### Goal

Goal #	Description	Type of Goal
3	Enhance Academic, CTE, and intervention offerings at Alternative Education Site through Targeted Use of Equity Multiplier Funds	Equity Multiplier Focus 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
3.1	Percentage of Hispanic students at Centennial that are deemed "college/career prepared" as reported on the California School Dashboard	2022-23: 20.9%			2025-26: 40%	
3.2	Percentage of socioeconomically disadvantaged students at Centennial that are deemed "college/career prepared" as reported on the California School Dashboard	2022-23: 19%			2025-26: 40%	
3.3	Percentage of Centennial students	2022-23: 75%			2025-26: 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	completing at least 10 credits of CTE coursework prior to graduation.					

### 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	Technology class	Centennial will begin offering construction technology CTE classes for students enhancing the agency of students and creating meaningful and motivational real-world connections that improve students' desire to attend and engage positively within the school setting.	\$93,028.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Provide campus supervisor at continuation site	The District will hire a campus supervisor position for Centennial providing additional support to proactively assist students in maintaining high behavior standards and fostering a safer, more inclusive school climate contributing to higher attendance rates of our students.	\$60,517.00	No Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$4,417,723	\$533,233

#### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year		1	Total Percentage to Increase or Improve Services for the Coming School Year
34.808%	0.512%	\$65,516.00	35.320%

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	Action: College Prep Staff  Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face significant barriers to accessing college preparatory and career technical education (CTE) courses. These barriers can include lack of information, limited resources, and insufficient academic support. Providing	To address these needs, the district will provide access to college prep and career technical education courses taught by highly qualified instructional staff. This strategy includes ensuring that these courses are available to all students, offering additional academic support and counseling to guide students through their college and career pathways, and providing professional development for teachers to maintain high instructional standards. By equipping students with the necessary skills and knowledge, the district	Percentage of Graduates Meeting A-G Requirements, Percentage of Misassigned Teachers

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
	access to high-quality college prep and CTE courses is crucial for preparing these students for postsecondary education and future careers.  Scope: LEA-wide	aims to enhance their readiness for college and careers. Research supports the effectiveness of access to rigorous academic and technical education in improving student outcomes. The U.S. Department of Education highlights that participation in college prep and CTE courses significantly increases students' likelihood of enrolling in postsecondary education and achieving career success (U.S. Department of Education, 2016). Additionally, the Association for Career and Technical Education (ACTE) emphasizes that CTE programs, when taught by qualified educators, lead to higher graduation rates and better employment prospects for students (ACTE, 2018). By providing access to these high-quality educational opportunities, we aim to ensure that foster youth, English learners, and students from low socioeconomic backgrounds are well-prepared for future academic and career success.	
1.3	Action: Professional Development  Need: Foster youth, English learners, and students from low socioeconomic backgrounds often require tailored instructional strategies and additional support to meet their academic, social, emotional, and behavioral needs. Professional development (PD) for instructional and support staff is essential to equip them with th skills and knowledge needed to address these diverse needs effectively.  Scope:	To address these needs, the district will provide comprehensive professional development for both instructional and support staff. The district will implement the following strategies:  Instructional Strategies: Offer training on evidence-based instructional strategies that promote academic achievement and engagement for all students.  Cultural Competency: Provide training on cultural competency and inclusive teaching practices to create a welcoming and supportive environment for all students.  Social-Emotional Learning (SEL): Include training	Percentage of EL students who increased at least one level on the ELPAC
	Scope:	on SEL to help staff support students' social and	

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	emotional well-being, which is critical for their academic success.  Behavior Management: Offer PD on effective behavior management techniques and interventions to support positive student behavior.  Language Acquisition: Provide training focused on effective strategies for teaching English learners, including language development and integration of ELD standards into instruction.  Research supports the importance of high-quality professional development in improving teacher effectiveness and student outcomes. According to the Learning Policy Institute, effective PD is ongoing, collaborative, and focused on specific teaching practices (Darling-Hammond et al., 2017). The American Educational Research Association (AERA) emphasizes that PD that addresses culturally responsive teaching, differentiation, and SEL leads to improved instructional practices and student achievement (AERA, 2014).  By providing comprehensive professional development for instructional and support staff, the district aims to enhance the instructional skills and effectiveness of educators and support staff, thereby improving the academic success and well-being of foster youth, English learners, and students from low socioeconomic backgrounds.	
1.4	Action: MTSS Team Development	To address these needs, the district will create and maintain MTSS teams to monitor the effectiveness	

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
	Need: Foster youth, English learners, and students from low socioeconomic backgrounds often require targeted and multi-tiered interventions to support their academic, social, emotional, and behavioral needs. Creating and maintaining District MTSS (Multi-Tiered System of Supports) teams is essential to monitor the effectiveness of these interventions and make informed recommendations to improve student achievement.  Scope:  LEA-wide	of interventions and make recommendations for improving student achievement. The district will implement the following strategies:  Establishment of District MTSS Teams: Form MTSS teams at the district level, comprising administrators, teachers, counselors, support staff, and other relevant stakeholders. Ensure that the teams are representative of the diverse student population and have expertise in various areas, including academics, behavior, and social-emotional learning.  Regular Monitoring and Evaluation: Conduct regular meetings to review data on the effectiveness of interventions and student progress. Use data from assessments, progress monitoring tools, and feedback from teachers and students to evaluate the impact of interventions.  Data-Driven Decision Making: Utilize data to identify trends, areas of need, and successful interventions. Make informed recommendations for modifying or enhancing interventions to better support student achievement.  Collaboration and Communication: Foster collaboration between district MTSS teams and school-based MTSS teams to ensure consistency and alignment in intervention strategies. Maintain open lines of communication with all stakeholders, including parents, to ensure transparency and involvement in the decision-making process.  Professional Development and Training: Provide ongoing professional development and training for	six (6) college credits through early college credit opportunities (dual enrollment, articulated courses, concurrent enrollment, etc)

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
		MTSS team members to stay current with best practices and emerging research in MTSS. Include training on data analysis, intervention strategies, and collaboration techniques to enhance the effectiveness of the teams.	
		Resource Allocation: Ensure that the necessary resources, including time, personnel, and materials, are allocated to support the work of the MTSS teams. Provide support for implementing recommended interventions and monitoring their impact.	
		Continuous Improvement: Implement a continuous improvement cycle, where the effectiveness of interventions is regularly assessed, and adjustments are made based on data and feedback. Encourage a culture of reflection and adaptability to meet the evolving needs of students.	
		Research supports the importance of data-driven decision-making and collaborative teams in improving student outcomes through MTSS. According to the National Center on Intensive Intervention (NCII), effective MTSS implementation involves regular monitoring, data analysis, and collaborative problem-solving (NCII, 2017). The Center on Response to Intervention emphasizes that successful MTSS frameworks rely on continuous improvement and stakeholder involvement (RTI Action Network, 2019).	
		By creating and maintaining District MTSS teams, the district aims to enhance the effectiveness of interventions and improve student achievement for	

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
		foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they receive the support needed to succeed.	
1.7	Action: CTE Courses Supplies  Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face barriers to accessing high-quality Career and Technical Education (CTE) courses due to a lack of resources and technology. Providing adequate equipment, supplies, and technology is essential to ensure that these students can fully participate in CTE programs, gain valuable skills, and prepare for future career opportunities.  Scope: LEA-wide	on learning and practical skill development.	Percentage of students meeting both A-G requirements AND completing a CTE pathway

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
		technological advancements, and best practices in CTE education. Provide training on the effective use of equipment and technology to maximize their impact on student learning.	
		Collaboration with Industry Partners: Establish partnerships with local businesses, industries, and community organizations to support CTE programs through donations, internships, and real-world learning opportunities. Involve industry partners in the development and evaluation of CTE curriculum to ensure it aligns with current workforce needs and standards.	
		Monitoring and Evaluation: Regularly assess the effectiveness of CTE programs and the use of provided equipment, supplies, and technology. Use feedback from students, instructors, and industry partners to continuously improve and adapt CTE offerings to meet student needs and industry demands.	
		Research supports the importance of providing adequate resources and technology in CTE programs to enhance student outcomes and career readiness. According to the Association for Career and Technical Education (ACTE), access to modern equipment and technology is critical for effective CTE instruction and for preparing students to meet the demands of the workforce (ACTE, 2018). The U.S. Department of Education highlights that high-quality CTE programs, supported by appropriate resources, lead to improved student engagement, skill development, and career success (U.S. Department of Education, 2017).	

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
		By providing equipment, supplies, and technology for CTE courses, the district aims to ensure that foster youth, English learners, and students from low socioeconomic backgrounds have the resources and opportunities needed to succeed in their chosen career pathways and achieve their full potential.	
1.10	Action: Credit recovery and remediation  Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face challenges that can lead to falling behind academically and needing additional support to recover credits and stay on track for graduation. Providing opportunities for credit recovery and remediation is crucial to help these students succeed and achieve their academic goals.  Scope: LEA-wide	To address these needs, the district will implement strategies to provide opportunities for credit recovery and remediation. The district will develop and offer flexible credit recovery programs that allow students to retake and pass courses they previously failed, utilizing both online and inperson options to accommodate diverse learning styles and schedules. Targeted remediation support will be provided for students who need to strengthen foundational skills in core academic subjects, using diagnostic assessments to identify specific learning gaps and tailoring remediation efforts to address those areas. Extended learning opportunities such as after-school programs, summer school, and weekend classes will be offered to provide additional instructional time, ensuring these programs are accessible to all students, particularly those from disadvantaged backgrounds.  Individualized support plans will be developed for students participating in credit recovery and remediation programs, outlining specific goals, strategies, and progress monitoring. These plans will engage students, parents, and educators in their development and review to ensure a comprehensive approach. Technology tools and	Graduation Rate

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
		platforms will be leveraged to deliver personalized instruction and track student progress, with students provided access to digital resources and online tutoring to support their learning. Professional development will be provided for teachers and support staff on effective strategies for credit recovery and remediation, training them on using data to inform instruction and implementing evidence-based interventions.	
		The district will regularly monitor the effectiveness of credit recovery and remediation programs through student performance data, feedback from participants, and program evaluations, using evaluation results to make data-driven adjustments and improvements.	
		Research supports the effectiveness of credit recovery and remediation programs in improving student outcomes and preventing dropouts. According to the American Institutes for Research (AIR), credit recovery programs are essential for helping students who have fallen behind to catch up and stay on track for graduation (AIR, 2016). The Institute of Education Sciences (IES) highlights that targeted remediation and extended learning opportunities can significantly enhance student achievement and close learning gaps (IES, 2009).	
		By providing opportunities for credit recovery and remediation, the district aims to support the academic success of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they have the necessary	

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
		resources and support to achieve their educational goals and graduate on time.	
1.11	Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face barriers in accessing the technology, equipment, and supplies necessary for their academic success. Ensuring that these students and their teachers have the appropriate resources is crucial for creating an equitable learning environment where all students can thrive.  Scope:  LEA-wide	To address these needs, the district will provide the necessary technology, equipment, and supplies for students and staff. The district will ensure that all classrooms are equipped with upto-date technology, including computers, tablets, and interactive whiteboards, to enhance teaching and learning. Additionally, the district will provide students with individual devices as needed, ensuring equitable access to digital resources and online learning platforms. Regular maintenance and updates of technology will be conducted to ensure functionality and reliability.  The district will supply classrooms with the necessary instructional materials and equipment to support hands-on learning and practical application of skills, particularly in subjects such as science, technology, engineering, arts, and mathematics (STEAM). This includes lab equipment, art supplies, and tools for technical education courses. Teachers will receive the supplies they need to create engaging and effective learning experiences, including textbooks, manipulatives, and other educational materials.  Research supports the importance of providing adequate resources to enhance student learning outcomes. According to the International Society for Technology in Education (ISTE), access to current technology and digital tools enhances student engagement, supports personalized learning, and improves educational equity (ISTE,	Percentage of courses with sufficient materials to implement common core state standards

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
		2016). The U.S. Department of Education highlights that equipping classrooms with the necessary resources is essential for preparing students for the future and closing achievement gaps (U.S. Department of Education, 2017).  By providing the necessary technology, equipment, and supplies, the district aims to create an equitable and supportive learning environment for all students, particularly foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they have the resources needed to succeed academically.	
2.2	Action: CTE Courses  Need: Foster youth, English learners, and students from low socioeconomic backgrounds often require access to diverse Career and Technical Education (CTE) courses that align with their interests and career aspirations. Ensuring that CTE courses are engaging and relevant is crucial for motivating these students and preparing them for future career opportunities.  Scope: LEA-wide	To address these needs, the district will enhance CTE courses and ensure that teachers are equipped to address the varied interests of students. The district will offer a wide range of CTE courses that cater to diverse career paths, including fields such as health sciences, information technology, engineering, culinary arts, and more. This variety will help students explore different career options and find courses that align with their personal interests and future goals.  Teachers in CTE programs will receive specialized training and professional development to stay current with industry standards and best practices in their respective fields. This training will include updates on the latest technology, tools, and techniques relevant to their courses, ensuring that instruction is both current and applicable to real-world scenarios. Additionally, teachers will be trained in culturally responsive teaching practices and strategies to support English learners and foster youth effectively.	Student sense of safety and connectedness as measured by annual surveys

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
		The district will collaborate with local businesses and industry partners to provide students with hands-on learning experiences, internships, and job shadowing opportunities. These partnerships will enhance the relevance of CTE courses and provide students with valuable insights into their chosen fields. Industry professionals will also be invited to share their expertise and experiences with students, further enriching the learning experience.	
		Regular assessments and feedback mechanisms will be established to monitor the effectiveness of CTE courses and ensure they meet the interests and needs of students. This data will be used to continuously improve and adapt the curriculum, making it more engaging and relevant.	
		Research supports the importance of providing diverse and relevant CTE courses to enhance student engagement and career readiness. According to the Association for Career and Technical Education (ACTE), high-quality CTE programs improve student outcomes by providing relevant, hands-on learning experiences that prepare students for college and careers (ACTE, 2018). The U.S. Department of Education emphasizes that CTE programs that align with student interests and industry needs lead to higher engagement, academic achievement, and career success (U.S. Department of Education, 2017).	
		By enhancing CTE courses and providing specialized training for teachers, the district aims to create engaging and relevant learning	

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
		experiences that align with the interests of foster youth, English learners, and students from low socioeconomic backgrounds, preparing them for successful futures in their chosen careers.	
2.3	Action: Attendance Monitoring  Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face barriers to regular school attendance, such as transportation issues, unstable housing, and family responsibilities. Ensuring consistent attendance is crucial for these students' academic success and overall wellbeing.  Scope: LEA-wide	To address these needs, the district will implement strategies to monitor and intervene in student attendance. The district will establish a comprehensive attendance monitoring system that tracks daily attendance data and identifies patterns of absenteeism. This system will flag students who are at risk of chronic absenteeism, allowing for timely intervention.  To address attendance issues, the district will employ attendance officers and support staff who will work closely with students and families to understand the underlying causes of absenteeism. These staff members will conduct home visits, provide resources, and connect families with community services to address barriers to attendance. Additionally, they will maintain regular communication with families to ensure they are informed about the importance of consistent attendance and the support available to them.  The district will implement targeted intervention programs for students identified as at risk of chronic absenteeism. These programs will include personalized attendance plans, mentorship, and counseling services. Schools will also offer incentives and recognition programs to encourage regular attendance and celebrate improvements.  Collaboration with local agencies and community organizations will be a key component of the	Average Daily Attendance, Percentage of Students that are Chronically Absent

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
		attendance intervention strategy. By partnering with these organizations, the district can provide comprehensive support to address issues such as transportation, housing instability, and family crises that may impact student attendance.	
		Professional development will be provided for teachers and support staff to help them identify early signs of attendance problems and implement strategies to engage students and improve attendance. Training will include culturally responsive practices and techniques for building strong relationships with students and families.	
		The effectiveness of the attendance monitoring and intervention strategies will be regularly evaluated through data analysis and feedback from students, families, and staff. Adjustments will be made based on this data to continually improve the approach and ensure it meets the needs of all students.	
		Research supports the importance of monitoring and addressing student attendance to improve academic outcomes. According to Attendance Works, early intervention and comprehensive support are key to reducing chronic absenteeism and improving student engagement and achievement (Attendance Works, 2015). The U.S. Department of Education emphasizes that effective attendance interventions require collaboration, data-driven decision-making, and targeted support for at-risk students (U.S. Department of Education, 2016).	

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
		By implementing a comprehensive system to monitor and intervene in student attendance, the district aims to ensure that foster youth, English learners, and students from low socioeconomic backgrounds attend school regularly and receive the support they need to succeed academically and socially.	
2.5	Action: Transportation  Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face significant barriers to consistent school attendance due to a lack of reliable transportation. Providing home-to-school transportation for students living outside of a three-mile radius from their school site is essential to ensure these students have equitable access to education and can attend school regularly.  Scope:	To address these needs, the district will implement a comprehensive home-to-school transportation program for all students living outside of a three-mile radius from their school site. The district will ensure that transportation services are reliable, safe, and efficient to facilitate regular attendance for all eligible students.  The transportation program will include a fleet of well-maintained buses equipped with necessary safety features. The district will establish clear routes and schedules that accommodate the needs of students living in various neighborhoods, including rural and underserved areas. This will ensure that transportation is accessible to foster youth, English learners, and students from low socioeconomic backgrounds who might otherwise struggle to get to school.  The district will hire and train qualified bus drivers who are committed to student safety and well-being. Training will include best practices for managing student behavior on the bus, cultural competency, and emergency response procedures. Additionally, the district will implement a system for regularly monitoring and maintaining buses to ensure they are in safe operating condition.	Average Daily Attendance

Soal 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
		The effectiveness of the transportation program will be regularly evaluated through feedback from students, parents, and school staff, as well as through data on student attendance and punctuality. The district will use this information to make necessary adjustments to routes, schedules, and services to continuously improve the transportation experience.	
		Research supports the importance of providing reliable school transportation to improve student attendance and academic outcomes. According to the National Center for Education Statistics (NCES), access to transportation is a critical factor in ensuring that students attend school regularly, which in turn impacts their academic success and engagement (NCES, 2017). The U.S. Department of Education emphasizes that transportation services are essential for promoting educational equity and access, particularly for students from disadvantaged backgrounds (U.S. Department of Education, 2015).	
		By providing home-to-school transportation for all students living outside of a three-mile radius from their school site, the district aims to remove barriers to attendance and ensure that foster youth, English learners, and students from low socioeconomic backgrounds have the opportunity to attend school consistently and succeed academically.	
3.3	Action: Provide campus supervisor at continuation site		

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
	Need: Scope:		
	Schoolwide		

#### **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)	Metric(s) to Monitor Effectiveness

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

#### Additional Concentration Grant Funding

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

As listed in Action 1.2, the additional 15% (\$533,233) is being utilized to maintain additional instructional staff to support unduplicated students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

# **2024-25 Total Expenditures Table**

LCAP Year	1. Projected LCFF Base Supplemental and/or t	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	\$12,691,507	\$4,417,723	34.808%	0.512%	35.320%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$7,281,691.00	\$78,781.00	\$24,434.00	\$559,974.00	\$7,944,880.00	\$7,133,063.00	\$811,817.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?		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	College Prep Staff	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools		\$3,785,744 .00	\$0.00	\$3,785,744.00				\$3,785,7 44.00	
1	1.2	Support Staff	All	No			All Schools		\$368,455.0 0	\$0.00				\$368,455.0 0	\$368,455 .00	
1	1.3	Professional Development	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$45,859.00	\$18,809.00			\$27,050.00	\$45,859. 00	
1	1.4	MTSS Team Development	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools		\$6,000.00	\$25,326.00	\$6,000.00	\$9,250.00		\$16,076.00	\$31,326. 00	
1	1.5	A-G Instructional Materials	All	No			All Schools		\$48,000.00	\$0.00		\$48,000.00			\$48,000. 00	
1	1.6	College/Career Readiness	All	No			All Schools		\$27,022.00	\$8,000.00	\$28,022.00			\$7,000.00	\$35,022. 00	
1	1.7	CTE Courses Supplies	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$150,000.00	\$150,000.00				\$150,000 .00	
1	1.8	Academic Support	All	No			All Schools		\$158,375.0 0	\$0.00	\$158,375.00				\$158,375 .00	
1	1.9	Academic Intervention	All Students with Disabilities	No			All Schools		\$0.00	\$13,202.00		\$8,010.00		\$5,192.00	\$13,202. 00	
1	1.10	Credit recovery and remediation	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth	All Schools		\$291,005.0 0	\$0.00	\$291,005.00				\$291,005 .00	Dago 29 of 76

Goal #	Action #	Action Title	Student Group(s)	Contributing	Scope	Unduplicated	Location	Time Span	Total	Total Non-	LCFF Funds	Other State Funds	Local Funds	Federal	Total	Planned
Jour "	71011011111	763.571 113.5	Gradom Group(c)	to Increased or Improved Services?		Student Group(s)	200411011	Timo Opan	Personnel	personnel	2011 1 41140		200411 41140	Funds	Funds	Percentage of Improved Services
						Low Income										
1	1.11	Technology	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools		\$304,017.0 0	\$63,000.00	\$367,017.00				\$367,017 .00	
1	1.12	State Standards Coursework	All	No			All Schools									
2	2.1	Parent Involvement	All	No			All Schools		\$0.00	\$750.00	\$750.00				\$750.00	
2	2.2	CTE Courses	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools		\$1,047,674 .00	\$0.00	\$1,047,674.00				\$1,047,6 74.00	
2	2.3	Attendance Monitoring	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools		\$209,256.0	\$7,500.00	\$216,756.00				\$216,756 .00	
2	2.4	Behavior Supports	All	No			All Schools		\$136,201.0 0	\$0.00				\$136,201.0 0	\$136,201 .00	
2	2.5	Transportation	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools		\$573,335.0 0	\$297,049.00	\$870,384.00				\$870,384 .00	
2	2.7	SpEd Attendance	Students with Disabilities	No			All Schools		\$0.00	\$13,521.00		\$13,521.00			\$13,521. 00	
2	2.8	SEL Behavior Supports	All	No			All Schools		\$24,434.00	\$0.00			\$24,434.00		\$24,434. 00	
2	2.9	Facilities	All	No			All Schools		\$0.00	\$157,610.00	\$157,610.00				\$157,610 .00	
2	2.10	Master Facilities Plan	All	No			All Schools		\$0.00	\$30,000.00	\$30,000.00				\$30,000. 00	
3	3.1	Provide teacher for CTE Construction Technology class	All	No			Specific Schools: Centenni al High SchoolCe ntennial		\$93,028.00	\$0.00	\$93,028.00				\$93,028. 00	
3	3.3	Provide campus supervisor at continuation site	All	No Yes	School wide		Specific Schools: Centenni al High		\$60,517.00	\$0.00	\$60,517.00				\$60,517. 00	

Goal #	# Action	# Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds		Planned Percentage of Improved Services
						SchoolCe ntennial								

# **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 %)	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
\$12,691,507	\$4,417,723	34.808%	0.512%	35.320%	\$5,943,522.00	0.000%	46.831 %	Total:	\$5,943,522.00
								I EA-wido	

i Otai.	Ψ0,0-0,022.00
LEA-wide Total:	\$5,883,005.00
Limited Total:	\$0.00
Schoolwide Total:	\$60,517.00

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	College Prep Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,785,744.00	
1	1.3	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,809.00	
1	1.4	MTSS Team Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
1	1.7	CTE Courses Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
1	1.10	Credit recovery and remediation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$291,005.00	
1	1.11	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$367,017.00	
2	2.2	CTE Courses	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$1,047,674.00	

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 (%)
					Low Income			
2	2.3	Attendance Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$216,756.00	
2	2.5	Transportation			English Learners Foster Youth Low Income	All Schools	\$870,384.00	
3	3.1	Provide teacher for CTE Construction Technology class				Specific Schools: Centennial High School	\$93,028.00	
3	3.3	Provide campus supervisor at continuation site	Yes	Schoolwide		Specific Schools: Centennial High School	\$60,517.00	

# 2023-24 Annual Update Table

Totals	Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$10,750,054.00	\$10,741,453.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional Staff and Professional Development	No	\$3,725,762.00	\$3,799,366
1	1.2	Support Staff	Yes	\$800,556	\$479,500
1	1.3	Instructional Materials	Yes	\$366,410.00	\$152,355
1	1.4	Assessments	Yes	\$16,890.00	\$9,010
1	1.5	CTE Equipment, Supplies, and Technology	Yes	\$303,854.00	\$188,954
1	1.6	English Learner Instructional Staff	Yes	\$349,014.00	\$182,534
1	1.7	English Learner Instructional Materials	No	\$6,214.00	\$40,756
1	1.8	English Learner Professional Development	Yes	\$55,700.00	\$10,878
1	1.9	English Learner Support Staff	Yes	\$262,602.00	\$329,705
1	1.10	Credit Recovery and Remediation	Yes	\$453,285.00	\$538,997
1	1.11	Implementing and Monitoring State Standards	Yes	\$79,066.00	\$46,941

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	Technology Equipment, Supplies, and Services	Yes	\$327,994.00	\$327,994
2	2.1	Opportunities for parental involvement	Yes	\$1,161.00	0
2	2.2	Varied course offerings	Yes	\$383,389.00	\$1,167,284
2	2.3	Monitor and intervene in student attendance	Yes	\$230,487.00	\$250,703
2	2.4	Academic and behavioral support programs and services	Yes	\$509,365.00	\$282,927
2	2.5	Student transportation	Yes	\$872,714.00	\$903,479
2	2.6	Student food services	No	\$775,755.00	\$957,441
2	2.7	Attendance goals for students w/ disabilities	No	\$322,778.00	\$247,261
2	2.8	Outside agency support	Yes	\$77,500.00	\$32,500
2	2.9	Academic support staff and programs	Yes	\$146,693.00	\$143,159
2	2.10	Maintenance of facilities	No	\$174,595.00	\$223,709
2	2.11	Utilities	No	\$408,270.00	\$426,000
2	2.12	Master facilities planning	No	\$100,000.00	0

# **2023-24 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$4,190,563	\$4,156,553.00	\$4,125,047.00	\$31,506.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Support Staff	Yes	\$800,556	\$479,500		
1	1.3	Instructional Materials	Yes	\$186,819.00	\$152,355		
1	1.4	Assessments	Yes	\$7,290.00	\$1,168		
1	1.5	CTE Equipment, Supplies, and Technology	Yes	\$303,854.00	\$188,954		
1	1.6	English Learner Instructional Staff	Yes	\$165,689.00	\$74,582		
1	1.8	English Learner Professional Development	Yes	\$55,700.00	\$992		
1	1.9	English Learner Support Staff	Yes	\$149,711.00	\$149,079		
1	1.10	Credit Recovery and Remediation	Yes	\$453,285.00	\$453,285		
1	1.11	Implementing and Monitoring State Standards	Yes	\$62,785.00	\$46,941		
1	1.12	Technology Equipment, Supplies, and Services	Yes	\$327,994.00	\$327,994		
2	2.1	Opportunities for parental involvement	Yes	\$1,161.00	0		
2	2.2	Varied course offerings	Yes	\$376,225.00	\$1,167,284		
2	2.3	Monitor and intervene in student attendance	Yes	\$133,226.00	\$146,934		

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)
2	2.4	Academic and behavioral support programs and services	Yes	\$182,044.00	0		
2	2.5	Student transportation	Yes	\$872,714.00	\$903,479		
2	2.8	Outside agency support	Yes	\$77,500.00	\$32,500		
2	2.9	Academic support staff and programs	Yes	0	0		

# 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)	Services for the	for Contributing Actions	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)
\$12,785,071	\$4,190,563	0	32.777%	\$4,125,047.00	0.000%	32.265%	\$65,516.00	0.512%

## **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 <a href="LCFF@cde.ca.gov">LCFF@cde.ca.gov</a>.

## **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, 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 <u>52060(g)</u> (<u>California Legislative Information</u>) and <u>52066(g)</u> (<u>California Legislative Information</u>) 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 <u>47606.5(d)</u> (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 <a href="CDE's LCAP webpage">CDE's LCAP webpage</a>.

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);
  - o 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 <u>Education Code Section 52068</u> (<u>California Legislative Information</u>); and
- For charter schools, see <u>Education Code Section 47606.5 (California Legislative Information)</u>.
- **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 <u>LCFF State Priorities Summary</u> 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.

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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 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:
  - o 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.
- o 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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> 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.
  - o 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.
  - o 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.
  - o 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
  - o Professional development for teachers.
  - o 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.
  - o 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.
  - o 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 2024-25 Local Control and Accountability Plan for Corning Union High School Dist

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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
  - o 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 (%)

- o 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)

o 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

## 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
Corning Union High School Dist	· · · · · · · · · · · · · · · · · · ·	jcaylor@corninghs.org 530-824-8000

## **Goals and Actions**

#### Goal

Goal #	Description
1	Increase the number of students who are prepared for all post secondary opportunities they choose to pursue.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers misassigned	2019-20: 0%	2020-2021: 0%	2021-22: 0%	2022-23: 0%	0%
Percentage of students graduating having completed the A-G sequence by of courses	2019-20: 18.18%	2020-2021: 33.4%	2021-22: 18.8%	2022-23: 18.2%	22.18%
Percentage of students passing the Advanced Placement tests with a 3 or better	2019-20: 38%	2020-21: 50%	2021-22: 75%	2022-23: 56%	46%
Percentage of students who have met or exceeded the the standard on the CAASPP English Test (11th grade)	2018-19: 41.41%	2020-21: 38.85%	2021-22: 28.7%	2022-23: 38.5%	48%
Percentage of students who have met or exceed the standard on the CAASPP Math Test (11th grade)	2018-19: 11.61%	2020-21: 13.46%	2021-22: 13.07%	2022-23: 11.44%	18%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE course completion rate (average per student)	2019-20: 6.4	2020-21: 4	2021-22: 4.65	2022-23: 5	8.4
Graduation Rate (4 year cohort)	2019-20: 90.1%	2020-21: 90.4%	2021-22: 92.8%	2022-23: 95%	92.1%
Average Student GPA	2019-20: 2.76	2020-21: 2.71	2021-22: 2.77	2022-23: 2.71	2.95
English Learner Reclassification Rate	2020-21: 10.2%	2021-22: 13.5%	2022-23: 15.3%	2022-23: 15.3%	12.2%
Percentage of courses with sufficient materials to implement common core state standards	2020-21: 100%	2021-22:100%	2022-23: 100%	2023-24: 100%	100%

## Goal Analysis

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

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

All actions were completed as described.

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.

- 1.2: The projected costs were miscalculated.
- 1.3: Other funding sources were utilized for this action.
- 1.4: Student participation was lower in the provided assessments.
- 1.5: Other funding sources were utilized for this action.
- 1.6: The projected costs were miscalculated.
- 1.7: There was a higher number of students who needed to take the EL assessments which required upgraded computer equipment.
- 1.8: The projected costs were miscalculated.

- 1.9: Higher costs were associated with salaries as many of our staff went on schedule.
- 1.10: Projections were not for full staffing but we were able to fully staff this program.
- 1.11: Software costs were lower than expected.

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

The actions outlined in the Corning Union High School District's LCAP for 2023 were partially effective in achieving desired student performance metrics. For instance, the focus on academic support staff and programs contributed positively to student outcomes, particularly in providing interventions and support for low-income students and English learners??. However, the district faced challenges in fully implementing some planned actions and achieving the set metrics. For example, while the expansion of Career Technical Education (CTE) programs and the introduction of new support services had some positive impact, the overall effectiveness of these actions???? could be questioned based on the (lack of) improvement on this data. Additionally, ongoing issues such as high suspension rates among certain subgroups indicated a need for more targeted behavioral interventions and support systems??. Overall, while there were successes, the district recognized the need for continuous improvement and adjustments to strategies to better meet its goals

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.

Based on the outcomes from the 2023 LCAP, several changes have been made to the current year's LCAP to enhance effectiveness. Firstly, there is an increased focus on using local assessments to measure student growth multiple times per year rather than relying solely on the state test administered every four years. This approach allows for more frequent and accurate tracking of student progress. Additionally, the district will now measure early college credit completion by students to ensure that they are on track for post-secondary success. Finally, there is a heightened focus on the year-to-year growth of English Learner (EL) students, with specific actions and metrics to support their language acquisition and academic achievement.

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	Create a safe and well-maintained learning environment that promotes respect and responsibility among students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Averaged daily student attendance percentage	2019-20: 93.37	2020-21: 95.02%	2021-22: 93.06%	2022-23: 93.90%	96%
Percentage of students that are chronically absent	2018-19: 11.8	2020-21: 38%	2021-22: 32.1%	2022-23: 23.4%	8%
Total suspensions	2019-20: 56	2020-21: 81	2021-22: 97	2022-23: 122	50
Annual Facilities Inspection Tool report	2020-21: Good	2021-22: Good	2022:23: Good	2022-23: Good	Good
Expulsion rate	2019-20: 0	2020-21: 0	2021-22: 0	2022-23: 0%	0
Educational partner sense of safety/connectedness as measured by annual surveys (Grade 9)	2019-20: 65%	2021-22: 44%	2021-22: 41%	2022-23: 46%	75%
Drop out rate as measured by state reporting.	2019-20: 7.91%	2020-21: 5.58%	2021-22: 6.1%	2022-23: 2.75%	4%

## Goal Analysis

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

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

All actions were completed as described.

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.

- 2.2: CTE teacher salaries were incorporated into this action.
- 2.4: Other funding sources utilized for this action.
- 2.6: Employment costs were increased due to salary adjustments and time adjustments.
- 2.7: Other funding sources utilized for this action.
- 2.8: SRO position was not filled for more than 1/2 the year as the police department was understaffed.
- 2:10: Costs were higher than anticipated in materials, supplies, and projects.
- 2.11: Utility costs increased.
- 2.12: District did not need to use funding for this action.

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

The outcomes for this goal showed areas some growth and some areas needing significant improvement. The district faced challenges with high suspension rates, particularly among specific subgroups, including English Learners (12.8% suspended at least once), socioeconomically disadvantaged students (11%), and students with disabilities (16.2%). These rates indicated a persistent issue with student behavior and the effectiveness of existing interventions. Attendance rates also revealed areas of concern, with chronic absenteeism impacting academic performance and overall student engagement. These results prompted the district to implement changes in their LCAP to address these issues through more consistent monitoring, increased family engagement, and enhanced behavioral support programs??.

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.

Based on the outcomes from the 2023 LCAP, the Corning Union High School District has made several key changes to this year's LCAP to address attendance and suspension rates. There is a renewed focus on consistently monitoring attendance throughout the year to identify and support students who are at risk of chronic absenteeism. This includes the implementation of enhanced attendance tracking systems and increased engagement with families to address barriers to regular attendance. Additionally, the district has strengthened its behavioral support programs by expanding interventions and support services aimed at reducing suspension rates. This includes the introduction of restorative practices and additional counseling resources to promote positive behavior and address underlying issues contributing to

disciplinary actions. These changes reflect a comprehensive approach to creating a safer and more supportive school environment, aiming to improve overall student well-being and academic success.

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 <a href="mailto:lcff@cde.ca.gov">lcff@cde.ca.gov</a>.

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.

		·			Desired Outcome
Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 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.
  - o 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

# **Governance Handbook**

## **Board of Trustees**

Larry Glover, President Tony Turri, Clerk Jim Bingham, Member Todd Henderson, Member Cody Lamb, Member

# **Superintendent**

Miguel Barriga

The mission of the Corning Union High School District is to develop students who are responsible, respectful, and ready for all post-secondary opportunities they choose to pursue.

## Unity of Purpose, Roles and Responsibilities, Norms, Agreements

This handbook reflects the governance team's work on the creation of a framework for effective governance. This involves ongoing discussions about the unity of purpose, roles, norms, and coming to an agreement on protocols for formal structures that enable the governance team to continue to perform its responsibilities in a way that best benefits all children.

# Building a Governance Team Unity of Purpose

School district governance is the act of transforming the needs, wishes, and desires of the community into policies that direct the community's schools.

In a school district, the Board and Superintendent work together as a governance team. For a governance team to work together effectively, members need to: Maintain a unity of purpose, agree on and govern within appropriate roles, create and sustain a positive governance culture, and; create a supportive structure for effective governance.

# What do we, as a governance team, want to accomplish?

# What do we stand for?

- Our shared purpose is to have the best learning environment for all students.
- We want to build trust and move the District forward.
- We want to be an effective team.
- We want to understand our individual jobs and collective responsibilities.
- We want to be a team with a common focused direction, so we are not a
  distraction to the District or community but a catalyst for the focused efforts of
  employees, and the community can see evidence of this focused direction.
- We want to be partners with the staff in positive change.
- We want to oversee the putting together of a first-rate program and first-rate facilities, making sure we continue to improve never resting on our laurels.
- We want to perpetuate a legacy of positive culture as people come and go.

# **Roles and Responsibilities**

The role of Trustees is to stay focused on the big picture while fulfilling five responsibilities in a series of job areas. These five responsibilities are:

- We set the direction.
- We establish the structure.
- We provide support.
- We ensure accountability.
- · We act as community leaders.

We carry out these responsibilities in each of the following job areas:

- Setting the District's Direction
- Student Learning and Achievement
- Finance
- Facilities
- Human Resources
- Policy
- Judicial Review
- Collective Bargaining
- Community Relations and Advocacy

The Superintendent assists the Board in carrying out its responsibilities in each of the job areas and leads the staff toward the accomplishment of the agreed-upon District vision and goals.

# Creating and Sustaining a Positive Governance Team Culture

Culture is the positive or negative atmosphere created by the way people in an organization treat each other. Teams have unwritten (implicit) or written (explicit) agreements about how they will behave with each other and others. These behavioral ground rules, often called norms, enable teams to build and maintain a positive culture or shift a negative one.

# **Governance Norms**

In order to make meetings positive and productive experiences for all, we make the following collective commitments to each other.

- We will start and end meetings on time, as published in the agendas.
- We will prepare for meetings by researching topics and asking questions in advance.
- We will trust the expertise of District employees in implementing the mission and board policy.
- We will treat everyone in a respectful and fair manner and be open-minded to all points of view.
- We will create an environment where communication is accessible and audible for all.
- We will collectively support the authority of the Board as a whole, not as individuals.
- We will affirm the voices of the public while maintaining the structure under the Brown Act.

#### WE AGREE TO -

- Make a commitment to effective deliberation, each listening openly while everyone is allowed to express his or her point of view.
- Commit the time necessary to govern effectively. This means being there, being knowledgeable, participating, understanding the full scope of being a Board Member, and being willing to take on all the responsibilities involved.
- Be collaborative (this is the way we operate)!
- Maintain confidentiality (builds trust).
- Look upon history as lessons learned; focus on the present and the future.

### AND - ABOVE ALL -

Focus on students' best interests – on what's best for the students! This is what we do!
 And it is the touchstone that allows us to have our differences.

#### **BOARD AND SUPERINTENDENT OPERATING PROCEDURES**

#### Purpose:

The Board of Trustees is the educational policymaking body for the District. To meet the District's challenges effectively, the Board and Superintendent must function together as a leadership team. To ensure unity among team members, effective operating procedures and protocols must be in place.

#### The Board and Superintendent Will:

- Be dedicated to making all members of the team successful.
- Operate in an honorable and honest manner dedicated to the success of the students and staff of the District.
- Treat others and be treated with dignity and respect.

#### **Board Members Will:**

- Work with other Board Members and the Superintendent to become a team devoted to students.
- Focus on policymaking, planning, and evaluation for student success.
- Recognize that the Board makes decisions as a whole only at properly scheduled meetings and that individual members have no authority to take individual action in policy or District/Site administrative matters.
- Respond to complaints by referring the complainant to the Superintendent.
- Support decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions.
- Attend regularly scheduled Board meetings unless a situation occurs that makes attendance impossible.
- Cooperate in scheduling special meetings and/or work sessions for planning and training purposes.
- Participate in establishing annual expectations and goals for the Superintendent.
- Participate in self-assessment of the Board's performance.
- Communicate one-on-one with the Superintendent when an individual concern arises so as not to allow a matter to fester.
- Recognize the individual role of constituents and special interest groups while understanding the importance of using one's best judgment to represent all members of the community.

• Represent the District, when possible, by attending community functions.

### Superintendent Will:

- Work toward creating a team with the Board dedicated to students.
- Respect and acknowledge the Board's role in setting policy and overseeing the performance of the Superintendent.
- Work with the Board to establish a clear vision for the District.
- Prepare preliminary goals annually for the Board's consideration.
- Provide data to the Board Members so that data-driven decisions can be made.
- Distribute information fully and equally to all Board Members.
- Communicate with Board Members promptly and effectively.
- Inform the Board prior to critical information becoming public.
- Share requests for information with all Board Members.
- Distribute the Board agenda in a timely fashion and with enough time for Board study, and clarify information prior to scheduled meetings.
- Respect the confidentiality requirement of Board meeting closed sessions; keep all conversations taking place in closed session strictly confidential.
- Publicly introduce Board Members at any events Board Members attend.
- Treat all Board Members professionally.
- Communicate privately with individual Board Members to determine if concerns exist prior to a possible problem developing.
- Conduct a self-assessment prior to the Board's evaluation of the Superintendent's job performance.
- Complete the Board's self-assessment instruments for the Board's consideration.
- Keep the Board informed regarding issues and/or situations that could possibly concern parents, students, staff, or community.
- Bring to the attention of the Board Members matters that affect relationships.
- Visit school sites regularly.
- Represent the District in the community.
- Endeavor to delegate duties to the appropriate persons.

# **Board Governance Protocols**

# 1. Leadership Responsibility and Roles of the Board

1.1. Board members carry authority only as the Board, not as individuals. Individuals can request action by bringing up a new idea, explaining their interest in a particular course of action, and working to get a Board majority to support moving in that direction. When a majority of the Board, sitting in a formal meeting, requests action, that request should be made in the context of the intended results (what is to be accomplished), not the methods used to achieve those results.

In order to be effective representatives of the Board and District, members will:

- > Behave in a manner that reflects positively on the District.
- Refrain from obligating the Board and/or administration by actual speech or implication, unless authorized to do so by the Board.
- Represent the Board at various school events.
- ➤ Refer any concerns, questions, or comments to the Superintendent as specified in the protocol on Responding to Concerns.
- Reinforce with the community the key messages agreed upon by the Board.

# 1.2. Responsibilities of Individual Board Members:

- Attend all Board meetings, committee meetings and functions, such as special events.
- ➤ Be informed about the organization's mission, services, policies, and programs.
- Review agenda and supporting materials prior to Board and committee meetings.
- Serve on committee or task forces and offer to take on special assignments.
- Inform others about the District.
- > Follow conflict-of-interest and confidentiality policies.
- Refrain from making special requests of the staff.
- Assist the Board in carrying out its fiduciary responsibilities, such as reviewing the annual budget and audit.

# 2. Board Meetings and the Agenda

- 2.1. Meetings of the Board are held in public **but are not open-forum town hall meetings.** Meetings will be conducted in such a way as to allow the public to provide input in the time allotted to ensure that multiple voices of the community inform Board deliberations; however, when the Board deliberates, it will be a time for the trustees to listen and learn from each other, taking public input into consideration without re-engaging the public.
- 2.2. Board meetings will generally be on the **Third Thursday** of each month. Each Board meeting will begin with staff reports followed by closed session followed by open session business, generally starting at 5:45 pm. The regular public meeting will begin at 5:45 pm. There will be no regular July meeting.
- 2.3. The design of the Board agenda will follow the historical structure utilized by the Board. The design of the agenda may only be altered with the approval of the Board.
- 2.4. Board members will review the information provided to them and be open to ongoing professional development and training.
- 2.5. The Superintendent, with the support of staff, will create each Board agenda. In advance of the preparation of the Board agenda, Board members may request items to be placed on the agenda. The Board president and the Superintendent will discuss the contents of the agenda and the process that will be followed at the meeting, in advance of the Board meeting.
- 2.6. The president will preside over meetings and move the meeting through public comment and the agenda. The Superintendents role will be to assist the president when called upon and to provide the staff report (sometimes through other staff members) portions of the agenda.
- 2.7. The Superintendent and Board believe that the need for information and/or clarification on agenda items is best accomplished by the submission of questions/requests for such ahead of meetings. This will allow for in-depth consideration of items without unduly lengthening the meeting time.

- 2.8. Board members will make every effort to submit, prior to the meeting, questions they intend to ask so that the Superintendent and district staff have the opportunity to prepare to answer Board members' questions at Board meetings.
- 2.9. When an individual Board member requests information, that information will be provided to all Board members. If unforeseen questions arise during the meeting, trustees will acknowledge their question or comment as spontaneous and that they understand that staff may not have the information on hand to answer the question.
- 2.10. Any request of the staff which will take more than 30 minutes to fulfill, must be made by the majority of the Board so as not to detract staff from focused efforts that are meant to move the District toward achieving the year's goals.
- 2.11. Individual Board members are expected to self-monitor compliance to Public Meeting laws, including limiting closed session to the legally appropriate agenda item(s).

# 2.12. Public Participation

- 2.12.1. Since the Public Meeting Law (Brown Act) expressly prohibits discussion leading to action from being conducted **unless agendized**, governance team members are strongly encouraged to refrain from engaging members of the public in dialogue about issues not on the agenda.
- 2.12.2. In general, citizens and residents wishing to "dialogue" with members should be encouraged to contact individual members and discuss issues of importance with them or the Superintendent as appropriate.
- 2.12.3. As a result of a comment under public communication, a member may ask the Superintendent to briefly comment for clarity or correction. The member may also ask that a matter be investigated, with or without a follow-up report to the Board.
- 2.12.4. If a governance team member feels compelled to speak to the issue, the member must first be recognized by the Board president. The comments must be brief and only clarifying or correcting. Any further discussion should be agendized.

## 2.13. Public Comment:

- 2.13.1. Time limits, generally 3 minutes per speaker, 20 minutes per subject will be imposed by the Board president. The Board president may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented.
- 2.14. During the portion of the meeting reserved for Board member Reports/Communications, Board members shall only provide information (i.e. activities or professional development they have attended as a Board member). They may request items to be placed on future agendas, but due to the Brown Act, they shall not make statements having an effect on pupils, employees, or services provided by the District. It is important that this time in the agenda not be used to engage in discussion on items not on the agenda or for partisan political statements.
- 2.15. The use of social media by Board members will be limited to personal topics not related to the school District except in the case where the Board member is reposting informational items published by the District and about the District, including District approved organizations such as Parent Teacher Association/Boosters, etc.
- 2.16. The governance team will strive for brevity in deliberations, keeping remarks brief and to the point so that all opinions can be expressed and meetings can be efficient. Addressing each agenda item the Board shall, normally, adhere to the following process:
  - Input from the Community
  - > Staff Presentation/addressing questions from the Board
    - Staff members, when presenting items to the Board, are to provide appropriate back-up material for the Board to review prior to the Board meeting. If it is necessary to provide a presentation to the Board, presentations are to be limited to not more than 7 minutes, unless prior approval of the president is received.
  - Board Discussion and Deliberation
- 2.17. Board members individually and collectively demonstrate confidentiality as appropriate and as outlined through the

mandates of the California Education Code, the Brown Act, and other compliance criteria established by law or legislation. Respecting the confidentiality of information maintains the Board's judicial review role.

- 2.18. The use of email and social communication is subject to the Public Meeting Law. The Superintendent shall forward questions and answers to all Board members. Board members, when responding, may not "reply to all."
- 2.19. The Board wishes to maintain a culture of professionalism, stay focused, and respect the need of trustees to be available to their families:
  - > Electronic devices will be set for 'silent' or vibrate.
  - > Trustees will be discreet in checking electronic devices.
- 2.20. The Board believes that when no legal reason exists of a conflict of interest, its members have a duty to vote on issues before them. If a Board member abstains, they will explain the rationale for doing so.
- 2.21. When a member abstains, his/her abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.
  - 2.21.1. Abstentions are most appropriate in cases where there is a personal relationship between a litigant and a member (perception of bias), a decision that financially impacts the member or his or her immediate family (legal conflict), or a personal connection to the member that may bias a decision on discipline.
  - 2.21.2. When abstaining because there may be a perception of bias, the member is encouraged to so state.
  - 2.21.3. Where an actual legal conflict of interest exists, the member must publicly declare the conflict and recuse him or herself from voting at all.
- 2.22. Board members will model professional behavior by being polite and respectful of the points of view held by their fellow

- governance team members. The governance team will address one another by their first name.
- 2.23. Each Board member respects the right of other Board members to vote in the minority position. In so doing, each Board member agrees, as a courtesy to the team, to explain the reason for their minority vote, either during deliberation or after casting the vote.
- 2.24. Parliamentary procedures are to be utilized as a guide to ensure for the most effective and efficient Board meeting possible. Accordingly, the Board utilizes Rosenberg's parliamentary procedures as its guide to managing the agenda of each Board meeting.
- 2.25. Upon the request of an individual Board member, a roll call vote will be provided.
- 2.26. The protocol for recording the votes of the individual Board members shall follow the rotation established by the Board.
- 2.27. The Governing Board recognizes the importance of developing a system of internal control procedures in order to help fulfill its obligation to monitor and safeguard district resources and to ensure that invoices are paid expeditiously. The warrant process protocol is that warrant list will be placed on the consent calendar for approval. The warrants will always be available and attached as back-up at the time of posting of the agenda.
- 2.28. As a general practice, on any non-routine expense in excess of \$50,000, an email will be sent to the Board to ensure there are no objections to the expense.

### 2.29. Decisions of the Board

- 2.29.1. Governance team members are reminded that policy and decisions reserved to the Board must be made as a Board. Except where otherwise indicated in the Education or Government Codes, a majority consists of 3 of 5 members of the Board voting for an item. Once the decision has been made, it becomes the decision of "the Board."
- 2.29.2. Under the concept of majority rule, each member is compelled to support the successful implementation of a policy

- decision, program, or procedure even when he or she does not agree with the decision.
- 2.29.3. If a member of the governance team cannot support the decision of the Board because it offends a moral/personal code, the member is expected, at a minimum, to refrain from undermining the decision or directive.
- 2.30. Whenever Board members are appointed or elected to serve on the Board, the Superintendent shall administer the Oath of Office at a meeting of the Board.

# 2.31. Chart of Policy Revision Process- To be addressed at a future Board Meeting.

- Step 1 District receives policy update packet from CSBA
- Step 2 Administrative assistant distributes policies for Superintendent review and comments
- Step 3 Superintendent reviews updated recommended policy changes, Superintendent provides to the Board at Board meeting 1, in typed form, appropriate comments and edits. The backup information will include both the original policy and the proposed updated policy.
- Step 4 Board meeting 1 -The original packet of updated policies, with type written comments from the Superintendent, is placed on the Board agenda (Board meeting 1), under Reports and Information, and is considered as first reading by the Board.
- Step 5 If a Board member or community member would like to discuss one or more of the policies provided, they will request specific said policies be pulled for discussion at the next Board meeting (Board meeting 2) and placed under the Action section of the agenda. These policies presented to the Board, on which they have no concerns or questions, will be placed under the Consent agenda (second reading and for approval) at the next Board meeting (Board meeting 2) for action.
- Step 6 The policies requested by individual Board member to be discussed shall be placed under the Action section of the Board agenda (second reading and approval). Discussion will take place prior to a motion to approve said policies.

# 3. The Board's Role and Relationship with the Staff and Community

- 3.1. Rationale: Board members want to be responsive to the community and consistent in their response. But we recognize that individual Board members do not have the legal authority to resolve issues and complaints, as stated in BB 9200, Limits of Board Member Authority. Therefore, when a Board member is approached by a community or staff member with an issues or concern, he/she will:
  - 3.1.1. **Receive** Listen without interruption and without preparing a response to the person's issues or concerns.
  - 3.1.2. Recuse When the issue is one that may come before the Board in our role as a judicial/appeals body (such as personnel and expulsion hearings). In which case, Board members will explain to the constituent that they are unable to hear any information on that topic. Listening further would require a Board member to recuse him/herself when the item comes before the Board, much the same way that a juror would be dismissed from a court proceeding if he/she heard evidence about a case in advance and outside the courtroom. Remind the constituent of the importance of your presence at the hearing.
  - 3.1.3. **Repeat** If it is appropriate for us to listen to the concern, we will paraphrase or ask a clarifying question to ensure understanding of what has been said.
  - 3.1.4. **Request** Ask what the person sees as the solution to the problem or concern. Ask what they would have us do with the information they have given us.
  - 3.1.5. **Review** The conversation (and next steps, if any).
  - 3.1.6. **Redirect** Put the person back into the system at the appropriate place.
  - 3.1.7. **Report** Notify the Superintendent of the conversation so that he has the full picture and can follow through as appropriate and/or necessary.
- 3.2. Board members will be actively involved in the District through observations and individual stakeholder engagement. The involvement of individual Board members on committees shall only

be on external committees and by official appointment by the Board. (An example of a Board committee would be a 2+2+2 committee with the city and school district.)

- 3.3. When interacting with the public and their constituents, Board members will hold to the highest level of professional and ethical conduct, including emphasizing the positive aspects of the District.
- 3.4. When individually visiting schools or departments in your capacity as a Board member, as a professional courtesy, Board members are encouraged to notify the Superintendent that they will be visiting a school or department, and may provide input to the Superintendent on issues or concerns that may arise from such a visit.

At no time, while visiting schools, shall a member make promises, either overt or implied, interfere with the administration, or involve him or herself in personnel issues, student records, or union activities.

To assist in this matter, the Superintendent will ensure that principals and teachers know that a teacher does not need to interrupt his/her lesson when a visitor is in his/her classroom.

3.5. Board members shall not request any information from staff beyond that which would be provided to any regular community member. Staff members are directed to relay requests from Board members to their supervisor to ensure that appropriate information is provided to all Board members.

Management staff are directed to relay requests from Board members to the Superintendent to ensure that appropriate information is provided to all Board members.

This protocol does not imply a censoring of any private and informal conversations.

# 4. The Board's Role in Collective Bargaining

4.1. Board members will be actively involved in the collective bargaining process to ensure that the District is represented well by those selected to negotiate on behalf of the Board and the community. The involvement of the Board will be to:

- ➤ Ensure the ethical, fiscal and educational goals of the community are represented in the actions taken throughout the collective bargaining process;
- ➤ Participate by providing direction and guidance to those selected to represent the Board (District Negotiation Team). Board members do not attend at-the-table negotiations. And the Board believes that the collective bargaining process shall be as transparent as possible;
- Establish the bargaining approach to be utilized by its negotiation team;
- Set the District's collective bargaining parameters for its negotiation team;
- Expect, as the representative of the Board, that the Superintendent will ensure that the Board, collectively and individually, is informed on the issues and strategies implemented within the collective bargaining process.
- The Superintendent is the collective bargaining spokesperson for the Board.

# 5. The Board's Relationship with the Superintendent

- 5.1. The Board will commit to work through and with the Superintendent on issues regarding the running of the District. The Superintendent will inform the Board as soon as possible of:
  - Serious safety concerns
  - > Serious disciplinary action
  - Serious/unexpected personnel changes or disciplinary issues
  - > Serious illness or death of a student or a staff member
  - Legal or liability concerns
  - Notable achievements
  - Anytime law enforcement or fire (for a fire) is on a site during business hours for an emergency.
  - When a student is missing from a school site or event.
  - Burgulary of District Property

In all matters, the Board and Superintendent are expected to protect confidential information.

- 5.2. It is the Superintendent's responsibility to organize the staff in the manner that best serves the needs of the District. As a professional courtesy, the Superintendent shall provide appropriate notice to the Board in advance of action being taken.
- 5.3. As the norm, the Superintendent speaks on behalf of the Board. The Board president is authorized to speak on behalf of the Board, when necessary.
- 5.4. The Superintendent will inform the Board when media contacts the Superintendent.
- 5.5. The Board recognizes the success of the Superintendent is critical to the success of the students and the District. As such, the Board believes the Superintendent should have an experienced professional mentor/advisor who is not affiliated with the District.
- 5.6. All conflicts between the Superintendent and the Board will be handled in closed session, with the Superintendent being in attendance, when appropriate and necessary.
  - Conflicts between individual Board members and/or the Superintendent will be addressed privately between those who hold the conflict and will not involve other members of the Board or the public (community, staff, media, etc.).
- 5.7. The Board commits to complete an annual evaluation of the Superintendent. The Board will set aside at least one special meeting in October for the purpose of completing the annual evaluation of the Superintendent. In consultation with the Superintendent, the evaluation process and associated documents will be developed and approved by the Board, not later than the first Board meeting in November.
- 5.8. The evaluation process and instrument is designed to bring about the collective view of the Board. Thus, the evaluation will reflect the majority view of the Board as a whole. To better attain this majority view, the Board will work with a professional from outside the District to facilitate the evaluation process and the composing of the Superintendent's evaluation.

# 6. The Ongoing Implementation of Board Approved Protocols

6.1. New Board Members (Elected or Appointed)

An administrative orientation by the Superintendent and senior staff will be provided to new members of the Board. Training may be provided by county and state organizations, consultants, or led by staff. The training shall, whenever possible, take place prior to the first Board meeting of the new Board member.

The orientation is intended to be a conversation and overview of the things members need to know immediately. Questions will be answered, and the Board meeting structure, Superintendent contract, Superintendent objectives, Board policies, an overview of the services and programs, and the major challenges being faced will be outlined and discussed.

Each orientation may be slightly different depending upon the needs and interests of the incoming members and the major issues before the Board.

6.2. Within 90 days of the election/appointment of a new Board member or appointment of a new Superintendent, a study session of the whole Board will be held for the purpose of review/updating the governance protocols of the Board.

Upon the request of two or more Board members, a special study session will be called for the purpose of reviewing/updating of the governance protocols of the Board.

## 7. Notice of Violation

- 7.1. What do we do when someone violates one of the protocols?
  - 7.1.1. Principles/Assumptions
    - > We should expect that we will make mistakes.
    - > Self-monitoring our own behavior can be very difficult.
    - > Behavior in conflict with agreements erodes trust.
    - Behavior that is not challenged is condoned.
    - Confronting another team member can:
      - Be difficult. If done poorly, it can be damaging.

0	If done correctly, it demonstrates that the Board is a highly functional team!

G = General Ledger Data; S = Supplemental Data

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

51	Bond Interest and Redemption Fund	G	G
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 Priv ate-Purpose Trust Fund	G	G
76	Warrant/Pass- Through Fund		
95	Student Body Fund		
А	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets	S	
CA	Unaudited Actuals Certification	s	
CAT	Schedule for Categoricals		
CEA	Current Expense Formula/Minimum Classroom Comp Actuals	GS	
DEBT	Schedule of Long-Term Liabilities	S	
ESMOE	Every Student Succeeds Act Maintenance of Effort	GS	
GANN	Appropriations Limit Calculations	GS	GS
ICR	Indirect Cost Rate Worksheet	GS	
L	Lottery Report	GS	
PCRAF	Program Cost Report Schedule of Allocation Factors	GS	

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PCR	Program Cost Report	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	

				. ,					`
			20	23-24 Unaudited Actual	s		2024-25 Budget		
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	16,749,296.89	0.00	16,749,296.89	16,949,173.00	0.00	16,949,173.00	1.2%
2) Federal Revenue		8100-8299	23,410.10	974,775.26	998,185.36	0.00	2,232,911.00	2,232,911.00	123.7%
3) Other State Revenue		8300-8599	433,472.34	1,907,853.10	2,341,325.44	350,268.00	1,535,068.00	1,885,336.00	-19.5%
4) Other Local Revenue		8600-8799	506,663.16	802,065.38	1,308,728.54	657,180.00	780,518.00	1,437,698.00	9.9%
5) TOTAL, REVENUES			17,712,842.49	3,684,693.74	21,397,536.23	17,956,621.00	4,548,497.00	22,505,118.00	5.2%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	5,777,585.41	1,389,298.99	7,166,884.40	5,706,939.00	1,135,605.00	6,842,544.00	-4.5%
2) Classified Salaries		2000-2999	2,433,788.48	1,320,494.85	3,754,283.33	2,476,804.00	1,677,856.00	4,154,660.00	10.7%
3) Employ ee Benefits		3000-3999	3,435,625.53	1,694,617.82	5,130,243.35	3,609,729.00	1,973,608.00	5,583,337.00	8.8%
4) Books and Supplies		4000-4999	592,026.48	380,427.40	972,453.88	651,945.00	772,706.00	1,424,651.00	46.5%
5) Services and Other Operating Expenditures		5000-5999	1,578,969.28	224,821.96	1,803,791.24	1,579,410.00	320,907.00	1,900,317.00	5.4%
6) Capital Outlay		6000-6999	778,694.97	96,363.43	875,058.40	1,744,988.00	1,043,900.00	2,788,888.00	218.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	316,395.45	217,657.00	534,052.45	346,082.00	268,146.00	614,228.00	15.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(180, 125.42)	152,462.73	(27,662.69)	(206,853.00)	206,853.00	0.00	-100.0%
9) TOTAL, EXPENDITURES			14,732,960.18	5,476,144.18	20,209,104.36	15,909,044.00	7,399,581.00	23,308,625.00	15.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,979,882.31	(1,791,450.44)	1,188,431.87	2,047,577.00	(2,851,084.00)	(803,507.00)	-167.6%
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	70,000.00	0.00	70,000.00	70,000.00	0.00	70,000.00	0.0%
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	(2,181,547.10)	2,181,547.10	0.00	(2,430,523.00)	2,430,523.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,251,547.10)	2,181,547.10	(70,000.00)	(2,500,523.00)	2,430,523.00	(70,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)	_	-	728,335.21	390,096.66	1,118,431.87	(452,946.00)	(420,561.00)	(873,507.00)	-178.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	8,505,711.93	2,943,951.91	11,449,663.84	9,234,047.14	3,334,048.57	12,568,095.71	9.8%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

			20-	23-24 Unaudited Actua	ls.		2024-25 Budget		
Description	Resource Codes	Object Codes	Unrestricted	Restricted	Total Fund col. A + B	Unrestricted (D)	Restricted	Total Fund col. D + E (F)	% Diff Column C & F
·	Resource Codes	Codes	(A)	(B)	(C)	` ,	(E)	` ,	
c) As of July 1 - Audited (F1a + F1b)			8,505,711.93	2,943,951.91	11,449,663.84	9,234,047.14	3,334,048.57	12,568,095.71	9.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,505,711.93	2,943,951.91	11,449,663.84	9,234,047.14	3,334,048.57	12,568,095.71	9.8%
2) Ending Balance, June 30 (E + F1e)			9,234,047.14	3,334,048.57	12,568,095.71	8,781,101.14	2,913,487.57	11,694,588.71	-7.0%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	1,000.00	0.00	1,000.00	0.00	0.00	0.00	-100.0%
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	3,334,048.57	3,334,048.57	0.00	2,913,487.57	2,913,487.57	-12.6%
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	8,421,883.14	0.00	8,421,883.14	7,845,956.14	0.00	7,845,956.14	-6.8%
BOARD ASSIGNED ECONOMIC UNCERTAINTY 12%	0000	9780	2,433,492.00		2, 433, 492.00			0.00	
BOARD ASSIGNED STRS/PERS COSTS 1%	0000	9780	202,791.00		202, 791.00			0.00	
BOARD ASSIGNED SPEC ED COSTS 1%	0000	9780	202,791.00		202, 791.00			0.00	
BOARD ASSIGNED EQUIP REPLACEMENT 2%	0000	9780	405, 582.00		405, 582.00			0.00	
BOARD ASSIGNED FACILITY PROJECTS	0000	9780	3,055,500.21		3, 055, 500. 21			0.00	
BOARD ASSIGNED STRATEGIC PLAN	0000	9780	2,045,819.31		2,045,819.31			0.00	
BOARD ASSIGNED ECONOMIC UNCERT 12%	0000	9780			0.00	1,916,285.00		1,916,285.00	
BOARD ASSIGNED STRS/PERS COSTS 1%	0000	9780			0.00	159,690.00		159, 690.00	
BOARD ASSIGNED SPEC ED COSTS 1%	0000	9780			0.00	159,690.00		159,690.00	
BOARD ASSIGNED EQUIP REPLACEMENT 2%	0000	9780			0.00	319,380.00		319,380.00	
BOARD ASSIGNED FACILITY PROJECTS	0000	9780			0.00	3, 055, 500. 21		3, 055, 500. 21	
BOARD ASSIGNED STRATEGIC PLAN	0000	9780			0.00	2,159,828.31		2, 159, 828. 31	
RES 0410 ASB	0000	9780			0.00	21,856.00		21,856.00	

			202	23-24 Unaudited Actual	s		2024-25 Budget		
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	811,164.00	0.00	811,164.00	935,145.00	0.00	935,145.00	15.3
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0
G. ASSETS									
1) Cash									
a) in County Treasury		9110	9,902,693.95	4,432,300.72	14,334,994.67				
<ol> <li>Fair Value Adjustment to Cash in County Treasury</li> </ol>		9111	(237,034.00)	0.00	(237,034.00)				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	1,000.00	0.00	1,000.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	276,935.76	169,181.39	446,117.15				
4) Due from Grantor Government		9290	167,012.43	418,909.43	585,921.86				
5) Due from Other Funds		9310	27,662.69	0.00	27,662.69				
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				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			10,138,270.83	5,020,391.54	15,158,662.37				
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	838,908.84	233,894.38	1,072,803.22				
2) Due to Grantor Governments		9590	6,830.50	2,811.00	9,641.50				
3) Due to Other Funds		9610	58,484.35	0.00	58,484.35				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	1,449,637.59	1,449,637.59				
6) TOTAL, LIABILITIES			904,223.69	1,686,342.97	2,590,566.66				
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				

				,,		20/11/1/10/2020 2-				
			202	23-24 Unaudited Actua	ls		2024-25 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F	
Ending Fund Balance, June 30									<u> </u>	
(must agree with line F2) (G10 + H2) - (I6 + J2)			9,234,047.14	3,334,048.57	12,568,095.71					
LCFF SOURCES										
Principal Apportionment										
State Aid - Current Year		8011	11,760,547.00	0.00	11,760,547.00	9,510,859.00	0.00	9,510,859.00	-19.1%	
Education Protection Account State Aid - Current Year		8012	1,882,829.00	0.00	1,882,829.00	4,144,193.00	0.00	4,144,193.00	120.1%	
State Aid - Prior Years		8019	(15,328.00)	0.00	(15,328.00)	0.00	0.00	0.00	-100.0%	
Tax Relief Subventions										
Homeowners' Exemptions		8021	36,743.54	0.00	36,743.54	18,372.00	0.00	18,372.00	-50.0%	
Timber Yield Tax		8022	5,796.80	0.00	5,796.80	2,593.00	0.00	2,593.00	-55.3%	
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	3,252,723.04	0.00	3,252,723.04	3,365,813.00	0.00	3,365,813.00	3.5%	
Unsecured Roll Taxes		8042	166,285.46	0.00	166,285.46	161,505.00	0.00	161,505.00	-2.9%	
Prior Years' Taxes		8043	6,520.55	0.00	6,520.55	4,255.00	0.00	4,255.00	-34.7%	
Supplemental Taxes		8044	42,045.97	0.00	42,045.97	18,116.00	0.00	18,116.00	-56.9%	
Education Revenue Augmentation Fund (ERAF)		8045	(69,060.81)	0.00	(69,060.81)	0.00	0.00	0.00	-100.0%	
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	562.68	0.00	562.68	222.00	0.00	222.00	-60.5%	
Less: Non-LCFF (50%) Adjustment		8089	(281.34)	0.00	(281.34)	0.00	0.00	0.00	-100.0%	
Subtotal, LCFF Sources			17,069,383.89	0.00	17,069,383.89	17,225,928.00	0.00	17,225,928.00	0.9%	
LCFF Transfers										
Unrestricted LCFF Transfers - Current Year	0000	8091	(300,000.00)		(300,000.00)	(250,000.00)		(250,000.00)	-16.7%	
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	(20,087.00)	0.00	(20,087.00)	(26,755.00)	0.00	(26,755.00)	33.2%	
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			16,749,296.89	0.00	16,749,296.89	16,949,173.00	0.00	16,949,173.00	1.2%	
FEDERAL REVENUE										
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	

				ponditures by object					
			202	23-24 Unaudited Actua	Is		2024-25 Budget		
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Special Education Entitlement		8181	0.00	137,935.00	137,935.00	0.00	168,365.00	168,365.00	22.1%
Special Education Discretionary Grants		8182	0.00	13,167.00	13,167.00	0.00	0.00	0.00	-100.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	23,410.10	0.00	23,410.10	0.00	0.00	0.00	-100.0%
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		328,025.00	328,025.00		319,282.00	319,282.00	-2.7%
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		46,006.00	46,006.00		37,214.00	37,214.00	-19.1%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		40,226.00	40,226.00		37,214.00	37,214.00	-7.5%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		154,916.26	154,916.26		470,836.00	470,836.00	203.9%
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	254,500.00	254,500.00	0.00	1,200,000.00	1,200,000.00	371.5%
TOTAL, FEDERAL REVENUE			23,410.10	974,775.26	998,185.36	0.00	2,232,911.00	2,232,911.00	123.7%
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	4,027.00	4,027.00	0.00	0.00	0.00	-100.0%
Mandated Costs Reimbursements		8550	74,744.00	0.00	74,744.00	71,809.00	0.00	71,809.00	-3.9%
Lottery - Unrestricted and Instructional Materials		8560	233,390.34	121,370.53	354,760.87	181,459.00	73,814.00	255,273.00	-28.0%

				penditures by object					
			20	23-24 Unaudited Actua	Is		2024-25 Budget		
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
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	78,133.00	78,133.00	0.00	0.00	0.00	-100.0%
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		87,814.77	87,814.77		220,406.00	220,406.00	151.0%
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	125,338.00	1,616,507.80	1,741,845.80	97,000.00	1,240,848.00	1,337,848.00	-23.2%
TOTAL, OTHER STATE REVENUE			433,472.34	1,907,853.10	2,341,325.44	350,268.00	1,535,068.00	1,885,336.00	-19.5%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction	ct	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%

			202	3-24 Unaudited Actual	ls		2024-25 Budget		
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	348,868.02	0.00	348,868.02	275,000.00	0.00	275,000.00	-21.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	(237,034.00)	0.00	(237,034.00)	0.00	0.00	0.00	-100.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	318,814.89	0.00	318,814.89	300,000.00	131,188.00	431,188.00	35.2%
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	281.34	0.00	281.34	0.00	0.00	0.00	-100.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	75,732.91	346,891.38	422,624.29	82,180.00	326,649.00	408,829.00	-3.3%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		455,174.00	455,174.00		322,681.00	322,681.00	-29.1%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			506,663.16	802,065.38	1,308,728.54	657,180.00	780,518.00	1,437,698.00	9.9%
TOTAL, REVENUES			17,712,842.49	3,684,693.74	21,397,536.23	17,956,621.00	4,548,497.00	22,505,118.00	5.2%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	4,524,056.76	1,142,132.62	5,666,189.38	4,661,479.00	864,965.00	5,526,444.00	-2.5%

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		20	023-24 Unaudited Actua	Is				
Description	Object Resource Codes Code		Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Certificated Pupil Support Salaries	1200	468,574.96	114,703.08	583,278.04	468,133.00	138,983.00	607,116.00	4.1%
Certificated Supervisors' and Administrators' Salaries	1300	783,805.07	82,997.60	866,802.67	570,327.00	93,624.00	663,951.00	-23.4%
Other Certificated Salaries	1900	1,148.62	49,465.69	50,614.31	7,000.00	38,033.00	45,033.00	-11.0%
TOTAL, CERTIFICATED SALARIES		5,777,585.41	1,389,298.99	7,166,884.40	5,706,939.00	1,135,605.00	6,842,544.00	-4.5%
CLASSIFIED SALARIES								
Classified Instructional Salaries	2100	71,081.84	697,845.39	768,927.23	79,182.00	896,044.00	975,226.00	26.8%
Classified Support Salaries	2200	1,379,558.70	476,526.33	1,856,085.03	1,436,826.00	629,064.00	2,065,890.00	11.3%
Classified Supervisors' and Administrators' Salaries	2300	273,672.92	78,353.99	352,026.91	292,356.00	73,307.00	365,663.00	3.9%
Clerical, Technical and Office Salaries	2400	572,807.68	62,922.14	635,729.82	528,940.00	73,681.00	602,621.00	-5.2%
Other Classified Salaries	2900	136,667.34	4,847.00	141,514.34	139,500.00	5,760.00	145,260.00	2.6%
TOTAL, CLASSIFIED SALARIES		2,433,788.48	1,320,494.85	3,754,283.33	2,476,804.00	1,677,856.00	4,154,660.00	10.7%
EMPLOYEE BENEFITS								
STRS	3101-31	02 981,151.49	739,765.68	1,720,917.17	1,029,933.00	733,616.00	1,763,549.00	2.5%
PERS	3201-32	02 636,336.48	343,010.92	979,347.40	718,523.00	450,099.00	1,168,622.00	19.3%
OASDI/Medicare/Alternative	3301-33	02 276,263.77	119,009.25	395,273.02	275,126.00	139,547.00	414,673.00	4.9%
Health and Welfare Benefits	3401-34	02 1,185,729.26	398,993.97	1,584,723.23	1,230,341.00	540,220.00	1,770,561.00	11.7%
Unemploy ment Insurance	3501-35	02 3,845.10	1,359.36	5,204.46	3,856.00	1,352.00	5,208.00	0.1%
Workers' Compensation	3601-36	02 232,900.79	78,978.64	311,879.43	234,650.00	82,074.00	316,724.00	1.6%
OPEB, Allocated	3701-37	02 113,698.64	13,200.00	126,898.64	111,600.00	13,200.00	124,800.00	-1.7%
OPEB, Active Employees	3751-37	52 0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits	3901-39	02 5,700.00	300.00	6,000.00	5,700.00	13,500.00	19,200.00	220.0%
TOTAL, EMPLOYEE BENEFITS		3,435,625.53	1,694,617.82	5,130,243.35	3,609,729.00	1,973,608.00	5,583,337.00	8.8%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials	4100	0.00	27,172.31	27,172.31	0.00	29,435.00	29,435.00	8.3%
Books and Other Reference Materials	4200	4,565.12	15,665.49	20,230.61	200.00	46,585.00	46,785.00	131.3%
Materials and Supplies	4300	535,302.25	281,824.17	817,126.42	606,975.00	579,249.00	1,186,224.00	45.2%
Noncapitalized Equipment	4400	52,159.11	55,765.43	107,924.54	44,770.00	117,437.00	162,207.00	50.3%
Food	4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES		592,026.48	380,427.40	972,453.88	651,945.00	772,706.00	1,424,651.00	46.5%
SERVICES AND OTHER OPERATING EXPENDITU	RES							
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences	5200	73,637.88	54,745.55	128,383.43	133,097.00	55,885.00	188,982.00	47.2%
Dues and Memberships	5300	22,073.10	11,539.31	33,612.41	28,735.00	9,500.00	38,235.00	13.8%
Insurance	5400 - 5	171,495.79	0.00	171,495.79	208,704.00	0.00	208,704.00	21.7%

				23-24 Unaudited Actual	s				
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Operations and Housekeeping Services		5500	529,428.11	0.00	529,428.11	537,900.00	0.00	537,900.00	1.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	118,217.67	131,664.66	249,882.33	101,850.00	12,500.00	114,350.00	-54.2%
Transfers of Direct Costs		5710	219,326.24	(219,326.24)	0.00	(15,552.00)	15,552.00	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	405,706.10	246,198.68	651,904.78	544,826.00	227,470.00	772,296.00	18.5%
Communications		5900	39,084.39	0.00	39,084.39	39,850.00	0.00	39,850.00	2.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,578,969.28	224,821.96	1,803,791.24	1,579,410.00	320,907.00	1,900,317.00	5.4%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	665,621.41	0.00	665,621.41	1,664,988.00	731,494.00	2,396,482.00	260.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	92,000.00	92,000.00	New
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	67,454.87	96,363.43	163,818.30	68,000.00	220,406.00	288,406.00	76.1%
Equipment Replacement		6500	45,618.69	0.00	45,618.69	12,000.00	0.00	12,000.00	-73.7%
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			778,694.97	96,363.43	875,058.40	1,744,988.00	1,043,900.00	2,788,888.00	218.7%
OTHER OUTGO (excluding Transfers of Indirect	Costs)								
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	74,332.00	74,332.00	83,707.00	268,146.00	351,853.00	373.4%
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	78,133.00	78,133.00	0.00	0.00	0.00	-100.0%
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%

			202	23-24 Unaudited Actual	s	2024-25 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
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	113,865.00	65,192.00	179,057.00	0.00	0.00	0.00	-100.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	62,375.00	0.00	62,375.00	New
Debt Service									
Debt Service - Interest		7438	26,668.27	0.00	26,668.27	26,519.00	0.00	26,519.00	-0.6%
Other Debt Service - Principal		7439	175,862.18	0.00	175,862.18	173,481.00	0.00	173,481.00	-1.4%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			316,395.45	217,657.00	534,052.45	346,082.00	268,146.00	614,228.00	15.0%
OTHER OUTGO - TRANSFERS OF INDIRECT CO	OSTS								
Transfers of Indirect Costs		7310	(152,462.73)	152,462.73	0.00	(206,853.00)	206,853.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(27,662.69)	0.00	(27,662.69)	0.00	0.00	0.00	-100.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(180,125.42)	152,462.73	(27,662.69)	(206,853.00)	206,853.00	0.00	-100.0%
TOTAL, EXPENDITURES			14,732,960.18	5,476,144.18	20,209,104.36	15,909,044.00	7,399,581.00	23,308,625.00	15.3%
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	70,000.00	0.00	70,000.00	70,000.00	0.00	70,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			70,000.00	0.00	70,000.00	70,000.00	0.00	70,000.00	0.0%
OTHER SOURCES/USES SOURCES									

			20	23-24 Unaudited Actua	ls		2024-25 Budget		
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
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%
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	(2,136,098.95)	2,136,098.95	0.00	(2,430,523.00)	2,430,523.00	0.00	0.0%
Contributions from Restricted Revenues		8990	(45,448.15)	45,448.15	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(2,181,547.10)	2,181,547.10	0.00	(2,430,523.00)	2,430,523.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(2,251,547.10)	2,181,547.10	(70,000.00)	(2,500,523.00)	2,430,523.00	(70,000.00)	0.0%

			202	23-24 Unaudited Actual	s				
Description	Function Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	2024-25 Budget  Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	16,749,296.89	0.00	16,749,296.89	16,949,173.00	0.00	16,949,173.00	1.2%
2) Federal Revenue		8100-8299	23,410.10	974,775.26	998,185.36	0.00	2,232,911.00	2,232,911.00	123.7%
3) Other State Revenue		8300-8599	433,472.34	1,907,853.10	2,341,325.44	350,268.00	1,535,068.00	1,885,336.00	-19.5%
4) Other Local Revenue		8600-8799	506,663.16	802,065.38	1,308,728.54	657,180.00	780,518.00	1,437,698.00	9.9%
5) TOTAL, REVENUES			17,712,842.49	3,684,693.74	21,397,536.23	17,956,621.00	4,548,497.00	22,505,118.00	5.2%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		7,294,976.64	3,268,820.49	10,563,797.13	7,257,098.00	4,127,728.00	11,384,826.00	7.8%
2) Instruction - Related Services	2000-2999		1,005,657.77	254,644.74	1,260,302.51	796,787.00	293,501.00	1,090,288.00	-13.5%
3) Pupil Services	3000-3999		1,641,684.59	478,429.72	2,120,114.31	1,804,168.00	532,718.00	2,336,886.00	10.2%
4) Ancillary Services	4000-4999		660,740.24	10,116.00	670,856.24	708,685.00	9,983.00	718,668.00	7.1%
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		1,544,755.03	175,595.10	1,720,350.13	1,496,109.00	229,648.00	1,725,757.00	0.3%
8) Plant Services	8000-8999		2,268,750.46	1,070,881.13	3,339,631.59	3,500,115.00	1,937,857.00	5,437,972.00	62.8%
9) Other Outgo	9000-9999	Except 7600- 7699	316,395.45	217,657.00	534,052.45	346,082.00	268,146.00	614,228.00	15.0%
10) TOTAL, EXPENDITURES			14,732,960.18	5,476,144.18	20,209,104.36	15,909,044.00	7,399,581.00	23,308,625.00	15.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			2,979,882.31	(1,791,450.44)	1,188,431.87	2,047,577.00	(2,851,084.00)	(803,507.00)	-167.6%
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	70,000.00	0.00	70,000.00	70,000.00	0.00	70,000.00	0.0%
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	(2,181,547.10)	2,181,547.10	0.00	(2,430,523.00)	2,430,523.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,251,547.10)	2,181,547.10	(70,000.00)	(2,500,523.00)	2,430,523.00	(70,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			728,335.21	390,096.66	1,118,431.87	(452,946.00)	(420,561.00)	(873,507.00)	-178.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	8,505,711.93	2,943,951.91	11,449,663.84	9,234,047.14	3,334,048.57	12,568,095.71	9.8%

#### Unaudited Actuals General Fund Unrestricted and Restricted Expenditures by Function

			20	23-24 Unaudited Actua	ls		2024-25 Budget		
Description	Function Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & 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)			8,505,711.93	2,943,951.91	11,449,663.84	9,234,047.14	3,334,048.57	12,568,095.71	9.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,505,711.93	2,943,951.91	11,449,663.84	9,234,047.14	3,334,048.57	12,568,095.71	9.8%
2) Ending Balance, June 30 (E + F1e)			9,234,047.14	3,334,048.57	12,568,095.71	8,781,101.14	2,913,487.57	11,694,588.71	-7.0%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	1,000.00	0.00	1,000.00	0.00	0.00	0.00	-100.0%
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	3,334,048.57	3,334,048.57	0.00	2,913,487.57	2,913,487.57	-12.6%
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	8,421,883.14	0.00	8,421,883.14	7,845,956.14	0.00	7,845,956.14	-6.8%
BOARD ASSIGNED ECONOMIC UNCERTAINTY 12%	0000	9780	2,433,492.00		2, 433, 492.00			0.00	
BOARD ASSIGNED STRS/PERS COSTS 1%	0000	9780	202,791.00		202,791.00			0.00	
BOARD ASSIGNED SPEC ED COSTS 1%	0000	9780	202,791.00		202,791.00			0.00	
BOARD ASSIGNED EQUIP REPLACEMENT 2%	0000	9780	405, 582.00		405, 582.00			0.00	
BOARD ASSIGNED FACILITY PROJECTS	0000	9780	3,055,500.21		3, 055, 500. 21			0.00	
BOARD ASSIGNED STRATEGIC PLAN	0000	9780	2,045,819.31		2,045,819.31			0.00	
BOARD ASSIGNED ECONOMIC UNCERT 12%	0000	9780			0.00	1,916,285.00		1,916,285.00	
BOARD ASSIGNED STRS/PERS COSTS 1%	0000	9780			0.00	159,690.00		159,690.00	
BOARD ASSIGNED SPEC ED COSTS 1%	0000	9780			0.00	159,690.00		159,690.00	
BOARD ASSIGNED EQUIP REPLACEMENT 2%	0000	9780			0.00	319,380.00		319,380.00	
BOARD ASSIGNED FACILITY PROJECTS	0000	9780			0.00	3,055,500.21		3,055,500.21	
BOARD ASSIGNED STRATEGIC PLAN	0000	9780			0.00	2, 159, 828.31		2, 159, 828. 31	

#### Unaudited Actuals General Fund Unrestricted and Restricted Expenditures by Function

			20	23-24 Unaudited Actua	ls				
Description	Function Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
RES 0410 ASB	0000	9780			0.00	21,856.00		21,856.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	811,164.00	0.00	811,164.00	935,145.00	0.00	935,145.00	15.3%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

#### Unaudited Actuals General Fund Exhibit: Restricted Balance Detail

52 71506 0000000 Form 01 E8ARYTXKC7(2023-24)

Resource	Description	2023-24 Unaudited Actuals	2024-25 Budget
4203	ESSA: Title III, English Learner Student Program	23.44	23.44
6266	Educator Effectiveness, FY 2021-22	24,735.84	229.84
6300	Lottery: Instructional Materials	199,581.90	104,640.90
6331	CA Community Schools Partnership Act - Planning Grant	194,696.68	164,696.68
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	650,274.00	650,274.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	190,611.13	155,511.13
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	155,057.38	88,057.38
7399	LCFF Equity Multiplier	142,102.00	130,549.00
7412	A-G Access/Success Grant	112,011.78	6,668.78
7413	A-G Learning Loss Mitigation Grant	33,030.63	16,469.63
7435	Learning Recovery Emergency Block Grant	1,554,902.00	1,554,902.00
7810	Other Restricted State	41,169.99	40,169.99
9010	Other Restricted Local	35,851.80	1,294.80
Total, Restricted Balance		3,334,048.57	2,913,487.57

## Unaudited Actuals Student Activity Special Revenue Fund Expenditures by Object

52 71506 0000000 Form 08 E8ARYTXKC7(2023-24)

Description	Resource Codes	Object Codes	2023-24 Unaudited 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.
4) Other Local Revenue		8600-8799	534,503.11	469,000.00	1,306.
5) TOTAL, REVENUES			534,503.11	469,000.00	1,306.
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.
2) Classified Salaries		2000-2999	0.00	0.00	0.
3) Employ ee Benefits		3000-3999	0.00	0.00	0.
4) Books and Supplies		4000-4999	363,422.30	332,000.00	-8.
5) Services and Other Operating Expenditures		5000-5999	125,806.94	131,500.00	114.
6) Capital Outlay		6000-6999	0.00	0.00	0.
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.
9) TOTAL, EXPENDITURES			489,229.24	463,500.00	106.
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			45,273.87	5,500.00	-87.
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.
b) Transfers Out		7600-7629	0.00	0.00	0
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.
b) Uses		7630-7699	0.00	0.00	0.
3) Contributions		8980-8999	0.00	0.00	0.
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			45,273.87	5,500.00	-87.
F. FUND BALANCE, RESERVES					
Beginning Fund Balance     As of July 1 - Unaudited		9791	297,293.93	342,567.80	15.
b) Audit Adjustments		9793	0.00	0.00	0.
c) As of July 1 - Audited (F1a + F1b)		3700	297,293.93		
d) Other Restatements		9795	· · · · · · · · · · · · · · · · · · ·	342,567.80	15.
		9795	0.00	0.00	0.
e) Adjusted Beginning Balance (F1c + F1d)			297,293.93	342,567.80	15
2) Ending Balance, June 30 (E + F1e)			342,567.80	348,067.80	1.
Components of Ending Fund Balance					
a) Nonspendable		0744	0.00	0.00	0
Revolving Cash		9711	0.00	0.00	0.
Stores		9712	0.00	0.00	0.
Prepaid Items		9713	0.00	0.00	0.
All Others		9719	0.00	0.00	0.
b) Restricted		9740	342,567.80	348,067.80	1.
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0
Other Commitments		9760	0.00	0.00	0
d) Assigned		0.5			
Other Assignments		9780	0.00	0.00	0
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.

# Unaudited Actuals Student Activity Special Revenue Fund Expenditures by Object

9110 9111 9120 9130	0.00 0.00 351,245.76		
9120 9130			
9130	351,245.76		
0405	0.00		
9135	0.00		
9140	0.00		
9380			
	351,362.76		
9490	0.00		
	0.00		
9500	8,794.96		
9590	0.00		
9610	0.00		
9640	0.00		
9650	0.00		
	8.794.96		
	.,		
9690	0.00		
0000			
	0.00		
	242 567 90		
	342,307.60		
			0.0%
			0.0%
	70.50	1,000.00	1,318.4%
8662	0.00	0.00	0.0%
8689	0.00	0.00	0.0%
8699	534,432.61	468,000.00	-12.4%
	534,503.11	469,000.00	1,306.0%
1100	0.00	0.00	0.0%
1200	0.00	0.00	0.0%
1300	0.00	0.00	0.0%
1900	0.00	0.00	0.0%
	0.00	0.00	0.0%
2100	0.00	0.00	0.0%
2200			0.0%
			0.07
			0.0%
2900			0.0%
	0.00	0.00	0.0%
3101-3102	0.00	0.00	0.0%
	9150 9200 9290 9310 9320 9330 9340 9380 9490 9590 9610 9640 9650 9690 9690 9690	9150	9150

# Unaudited Actuals Student Activity Special Revenue Fund Expenditures by Object

CAMBATIC ACCOUNTS   CAMBATICA ACCOUNTS   C	Description	Resource Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
Member   M	PERS		3201-3202	0.00	0.00	0.0%
Demonstrational Internation   2011-2012   0.00	OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Monage   M	Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
CPUIR ALOXAGEM	Unemployment Insurance		3501-3502	0.00	0.00	0.0%
CPCS   A 1985   1985	Workers' Compensation		3601-3602	0.00	0.00	0.0%
Commemorates   Security	OPEB, Allocated		3701-3702	0.00	0.00	0.0%
Communication   Communicatio	OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
### STATE	Other Employee Benefits		3901-3902	0.00	0.00	0.0%
Mean of Support	TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
Noroptational Egupment (	BOOKS AND SUPPLIES					
1071AL BOOKS AND SUPPLIES   383,402.30   332,000.00   4.66	Materials and Supplies		4300	363,422.30	332,000.00	-8.6%
Simple   S	Noncapitalized Equipment		4400	0.00	0.00	0.0%
Side	TOTAL, BOOKS AND SUPPLIES			363,422.30	332,000.00	-8.6%
Dues and Memberships	SERVICES AND OTHER OPERATING EXPENDITURES					
Section   Sect	Subagreements for Services		5100	0.00	0.00	0.0%
Rentais, Lasses, Repairs, and Noncapitalized Improvements 500 714.38 1.00.00 40.00 0.00 1.00 1.00 1.00 1.00	Dues and Memberships		5300	185.00	500.00	170.3%
Transfers of Direct Costs - Interfund 5750 0.00 0.00 0.00 0.00 0.00 0.00 0.00	Insurance		5400-5450	678.00	0.00	-100.0%
Transfers of Direct Costs - Interfund 5750 0.00 0.00 0.00 0.00 0.00 0.00 0.00	Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	714.38	1.000.00	40.0%
Professional/Consulting Services and Operating Expenditures Operating Expenditures S900 124,229.56 130,000,00 0,00 0,00 0,00 0,00 0,00 0,0	Transfers of Direct Costs - Interfund		5750	<u> </u>		0.0%
Operating Expenditures         5800         124,229,56         130,000,00         4.66           Communications         5900         0.00         0.00         0.00           CAPTIAL OUTLAY         125,808,94         131,500         1.14,97           Equipment         6400         0.00         0.00         0.00           Lease Assets         6800         0.00         0.00         0.00           Subscription Assets         6700         0.00         0.00         0.00           Subscription Assets         6700         0.00         0.00         0.00           OTHER OUTGO - TRANSFERS OF INDIRECT COSTS         7300         0.00         0.00         0.00           OTHER OUTGO - TRANSFERS OF INDIRECT COSTS         7300         0.00         0.00         0.00           OTAL, LAPER INTERFER OF INDIRECT COSTS         489,229,24         483,500,0         0.00           TOTAL, EXPENDITURES         489,229,24         483,500,0         0.00           INTERFUND TRANSFERS OF INDIRECT COSTS         0.00         0.00         0.00           OTHER AUTHORIS ANSFERS IN         0.00         0.00         0.00           OTHER FUND TRANSFERS OF INDIRECT COSTS         8919         0.00         0.00         0.00						
Communications         6900         0.00         0.00         0.00           TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES         125,806,84         131,500,00         114,91           Captine Out LAY         8400         0.00         0.00         0.00           Equipment         6400         0.00         0.00         0.00           Equipment Replacement         6500         0.00         0.00         0.00           Subscription Assets         6700         0.00         0.00         0.00           Subscription Assets         6700         0.00         0.00         0.00           TOTAL, CAPITAL OUTLAY         0.00         0.00         0.00         0.00           TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS         0.00         0.00         0.00         0.00           TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS         0.00         0.00         0.00         0.00           TOTAL, EXPENDITURES         8919         0.00         0.00         0.00         0.00           INTERFUND TRANSFERS IN         9.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00<			5800	124,229.56	130,000.00	4.6%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES         125,806.94         131,500.00         114.00           CAPITAL OUTLAY         Segument         6400         0.00         0.00         0.00           Equipment Replacement         6500         0.00         0.00         0.00           Equipment Replacement         6500         0.00         0.00         0.00           Subscription Assets         6700         0.00         0.00         0.00           TOTAL, CAPITAL OUTLAY         0.00         0.00         0.00         0.00           OTHER OUTGO - TRANSFERS OF INDIRECT COSTS         300         0.00         0.00         0.00           TOTAL, EXPENDITURES         489,229,24         483,50,00         0.00         0.00           TOTAL EXPENDITURES         300         0.00         0.00         0.00           INTERFUND TRANSFERS OF INDIRECT COSTS         0.00         0.00         0.00         0.00           INTERFUND TRANSFERS OF INDIRECT COSTS         0.00         0.00         0.00         0.00         0.00           INTERFUND TRANSFERS OF INDIRECT COSTS         0.00         0.00         0.00         0.00         0.00           INTERFUND TRANSFERS OF INDIRECT COSTS         0.00         0.00         0.00 <t< td=""><td>Communications</td><td></td><td></td><td></td><td></td><td>0.0%</td></t<>	Communications					0.0%
Capinant   Sequence	TOTAL. SERVICES AND OTHER OPERATING EXPENDITURES					
Equipment         6400         0.00         0.00         0.00           Equipment Replacement         6500         0.00         0.00         0.00           Subscription Assets         6700         0.00         0.00         0.00           Subscription Assets         6700         0.00         0.00         0.00           TOTAL, CAPITAL OUTLAY         0.00         0.00         0.00         0.00           TOTAL, CAPITAL OUTLAY         7350         0.00         0.00         0.00           TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS         0.00         0.00         0.00         0.00           TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS         0.00         0.00         0.00         0.00           TOTAL, SOPENOTURES         489.29 24         483,900.00         0.00         0.00           INTERFUND TRANSFERS OF INDIRECT COSTS         0.00         0.00         0.00         0.00           INTERFUND TRANSFERS OF INDIRECT COSTS         0.00 </td <td></td> <td></td> <td></td> <td>,</td> <td>,</td> <td></td>				,	,	
Equipment Replacement 6500 0.00 0.00 0.00 0.00 0.00 0.00 0.00			6400	0.00	0.00	0.0%
Lease Assets   6600						0.0%
Subscription Assets         6700         0.00         0.00         0.00           TOTAL, CAPITAL OUTLAY         0.00         0.00         0.00           OTHER DUTGO - TRANSFERS OF INDIRECT COSTS         0.00         0.00         0.00           TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS         0.00         0.00         0.00           TOTAL, EXPENDITURES         489,229,24         463,500.00         106,37           INTERFUND TRANSFERS IN         8919         0.00         0.00         0.00           INTERFUND TRANSFERS IN         0.00         0.00         0.00         0.00           (a) TOTAL, INTERFUND TRANSFERS NOT         0.00         0.00         0.00         0.00           Other Authorized Interfund Transfers Out         7619         0.00         0.00         0.00           (b) TOTAL, INTERFUND TRANSFERS OUT         0.00         0.00         0.00         0.00           Other Authorized Interfund Transfers Out         7619         0.00         0.00         0.00           OTHER SOURCES/USES         0.00         0.00         0.00         0.00           OTHER SOURCES/USES         0.00         0.00         0.00         0.00           COPICES         9Proceeds from Disposal of Capital Assets         8953						
TOTAL, CAPITAL OUTLAY						0.0%
Company   Comp	·					
Transfers of Indirect Costs - Interfund         7350         0.00         0.00         0.00           TOTAL, OPHER OUTGO - TRANSFERS OF INDIRECT COSTS         0.00         0.00         0.00           TOTAL, EXPENDITURES         489,229,24         463,500.00         106,31           INTERFUND TRANSFERS         8919         0.00         0.00         0.00           (a) TOTAL, INTERFUND TRANSFERS IN         0.00         0.00         0.00         0.01           (a) TOTAL, INTERFUND TRANSFERS OUT         7619         0.00         0.00         0.00           (b) TOTAL, INTERFUND TRANSFERS OUT         0.00         0.00         0.00         0.00           OTHER SOURCES/USES         800         0.00         0.00         0.00         0.00           Transfers from Funds of         8953         0.00         0.00         0.00         0.00           Lapsed/Reorganized LEAS         8965         0.00<				0.00	0.00	0.076
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			7350	0.00	0.00	0.0%
Table   Tabl						
NTERFUND TRANSFERS   NTERFUND TRANSFERS IN						
Note				400,220.24	400,000.00	100.076
Other Authorized Interfund Transfers In   8919   0.00						
(a) TOTAL, INTERFUND TRANSFERS IN  O.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0			8919	0.00	0.00	0.0%
NITERFUND TRANSFERS OUT						0.0%
Other Authorized Interfund Transfers Out     7619     0.00     0.00     0.00       (b) TOTAL, INTERFUND TRANSFERS OUT     0.00     0.00     0.00       OTHER SOURCES/USES       SOURCES       Proceeds from Disposal of Capital Assets     8953     0.00     0.00     0.00       Transfers from Funds of       Lapsed/Reorganized LEAs     8965     0.00     0.00     0.00       Proceeds from Leases     8972     0.00     0.00     0.00       Proceeds from SBITAs     8974     0.00     0.00     0.00       USES       Transfers of Funds from       Lapsed/Reorganized LEAs     7651     0.00     0.00     0.00       CONTRIBUTIONS       Contributions from Unrestricted Revenues     8980     0.00     0.00     0.00				0.00	0.00	0.07
(b) TOTAL, INTERFUND TRANSFERS OUT  OTHER SOURCES/USES  SOURCES  Proceeds from Disposal of Capital Assets Transfers from Funds of Lapsed/Reorganized LEAs Proceeds from Leases Proceeds from SBITAs  (c) TOTAL, SOURCES  Transfers of Funds from Lapsed/Reorganized LEAs  ASTA  Transfers of Funds from Lapsed/Reorganized LEAs  BY72  D,00  D,0			7619	0.00	0.00	0.0%
Note						0.0%
SOURCES   Proceeds from Disposal of Capital Assets   8953   0.00   0.00   0.00   0.00						
Proceeds from Disposal of Capital Assets   8953   0.00   0.00   0.00						
Transfers from Funds of Lapsed/Reorganized LEAs 8965 0.00 0.00 0.00 0.00 Proceeds from Leases 8972 0.00 0.00 0.00 0.00 Proceeds from SBITAS 8974 0.00 0.00 0.00 0.00 (c) TOTAL, SOURCES 0.00 0.00 0.00 0.00  USES  Transfers of Funds from Lapsed/Reorganized LEAs 7651 0.00 0.00 0.00 0.00 (d) TOTAL, USES  CONTRIBUTIONS  Contributions from Unrestricted Revenues 8980 0.00 0.00 0.00 0.00			8953	0.00	0.00	0.0%
Proceeds from Leases 8972 0.00 0.00 0.00 0.00 Proceeds from SBITAS 8974 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.						
Proceeds from Leases   8972   0.00   0.00   0.00     Proceeds from SBITAS   8974   0.00   0.00   0.00     Co TOTAL, SOURCES   0.00   0.00   0.00     USES   Transfers of Funds from     Lapsed/Reorganized LEAS   7651   0.00   0.00   0.00     CO TOTAL, USES   0.00   0.00   0.00     CONTRIBUTIONS   8980   0.00   0.00   0.00     Contributions from Unrestricted Revenues   8980   0.00   0.00     Contributions from Unrestr			8965	0.00	0.00	0.0%
Proceeds from SBITAS 8974 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.	•					0.0%
(c) TOTAL, SOURCES 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.	Proceeds from SBITAs		8974	<u> </u>		0.0%
VISES   VICTOR   VI	(c) TOTAL, SOURCES					0.0%
Transfers of Funds from         4         0.00         0.00         0.00           Lapsed/Reorganized LEAs         7651         0.00         0.00         0.00           (d) TOTAL, USES         0.00         0.00         0.00           CONTRIBUTIONS         Contributions from Unrestricted Revenues         8980         0.00         0.00         0.00	USES			3.33	3.33	3.0 //
Lapsed/Reorganized LEAs       7651       0.00       0.00       0.00         (d) TOTAL, USES       0.00       0.00       0.00         CONTRIBUTIONS         Contributions from Unrestricted Revenues       8980       0.00       0.00       0.00						
(d) TOTAL, USES 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0			7651	0.00	0.00	0.0%
CONTRIBUTIONS  Contributions from Unrestricted Revenues 8980 0.00 0.00 0.00 0.00	(d) TOTAL, USES		•			0.0%
Contributions from Unrestricted Revenues 8980 0.00 0.00 0.00				0.00	0.00	3.07
			8980	0.00	0.00	0.0%
	Contributions from Restricted Revenues		8990	0.00	0.00	0.07

## Unaudited Actuals Student Activity Special Revenue Fund Expenditures by Object

52 71506 0000000 Form 08 E8ARYTXKC7(2023-24)

Description	Resource Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
(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 Unaudited 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	534,503.11	469,000.00	1,306.0%
5) TOTAL, REVENUES			534,503.11	469,000.00	1,306.0%
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		489,229.24	463,500.00	-5.3%
5) Community Services	5000-5999		0.00	0.00	0.09
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.09
8) Plant Services	8000-8999		0.00	0.00	0.0%
		Except 7600-			
9) Other Outgo	9000-9999	7699	0.00	0.00	0.09
10) TOTAL, EXPENDITURES			489,229.24	463,500.00	-5.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			45,273.87	5,500.00	-87.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0
b) Transfers Out		7600-7629	0.00	0.00	0.09
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.09
b) Uses		7630-7699	0.00	0.00	0.09
3) Contributions		8980-8999	0.00	0.00	0.09
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.09
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			45,273.87	5,500.00	-87.99
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	297,293.93	342,567.80	15.29
b) Audit Adjustments		9793	0.00	0.00	0.09
c) As of July 1 - Audited (F1a + F1b)			297,293.93	342,567.80	15.29
d) Other Restatements		9795	0.00	0.00	0.0
e) Adjusted Beginning Balance (F1c + F1d)			297,293.93	342,567.80	15.2
2) Ending Balance, June 30 (E + F1e)			342,567.80	348,067.80	1.6
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0
Stores		9712	0.00	0.00	0.0
Prepaid Items		9713	0.00	0.00	0.0
All Others		9719	0.00	0.00	0.0
b) Restricted		9740	342,567.80	348,067.80	1.6
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

## Unaudited Actuals Student Activity Special Revenue Fund Exhibit: Restricted Balance Detail

52 71506 0000000 Form 08 E8ARYTXKC7(2023-24)

Resource	Description	2023-24 Unaudited Actuals	2024-25 Budget
8210	Student Activity Funds	342,567.80	348,067.80
Total, Restricted Balance	pe e	342,567.80	348,067.80

Description	Resource Codes	Object Codes	2023-24 Unaudited 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	15,974.00	23,403.00	46.5%
4) Other Local Revenue		8600-8799	127,661.05	114,738.00	-10.19
5) TOTAL, REVENUES			143,635.05	138,141.00	-3.89
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	23,646.59	0.00	-100.09
2) Classified Salaries		2000-2999	72,066.95	77,545.00	7.69
3) Employ ee Benefits		3000-3999	29,732.28	33,186.00	11.69
4) Books and Supplies		4000-4999	7,892.27	20,200.00	155.9
5) Services and Other Operating Expenditures		5000-5999	69.14	0.00	-100.0
6) Capital Outlay		6000-6999	0.00	0.00	0.0
o) Capital Guttay		7100-7299,	0.00	0.00	0.0
7) Other Outgo (excluding Transfers of Indirect Costs)		7400-7499	0.00	0.00	0.0
8) Other Outgo - Transfers of Indirect Costs		7300-7399	3,977.00	0.00	-100.0
9) TOTAL, EXPENDITURES			137,384.23	130,931.00	-4.7
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER					
FINANCING SOURCES AND USES (A5 - B9)			6,250.82	7,210.00	15.3
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0
b) Transfers Out		7600-7629	0.00	0.00	0.0
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0
b) Uses		7630-7699	0.00	0.00	0.0
3) Contributions		8980-8999	0.00	0.00	0.0
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6,250.82	7,210.00	15.39
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	98,901.53	105,152.35	6.39
b) Audit Adjustments		9793	0.00	0.00	0.0
c) As of July 1 - Audited (F1a + F1b)			98,901.53	105,152.35	6.3
d) Other Restatements		9795	0.00	0.00	0.0
e) Adjusted Beginning Balance (F1c + F1d)			98,901.53	105,152.35	6.3
2) Ending Balance, June 30 (E + F1e)			105,152.35	112,362.35	6.9
Components of Ending Fund Balance			,	,	
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0
Stores		9712	0.00	0.00	0.0
Prepaid Items		9713	0.00	0.00	0.0
All Others		9719	0.00	0.00	0.0
b) Restricted		9740	0.00	0.00	0.0
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0
Other Commitments		9760	0.00	0.00	0.0
d) Assigned					
Other Assignments		9780	105,152.35	112,362.35	6.99
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.09
G. ASSETS					
1) Cash					
a) in County Treasury		9110	110,964.35		
1) Fair Value Adjustment to Cash in County Treasury		9111	(1,835.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
d) With Flood Agent Hustice					
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Unaudited 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			109,129.35		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	3,977.00		
			3,311.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			3,977.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(must agree with line F2) (G10 + H2) - (I6 + J2)			105,152.35		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.09
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.09
TOTAL, LCFF SOURCES			0.00	0.00	0.09
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.09
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.09
Career and Technical Education	3500-3599	8290	0.00	0.00	0.09
All Other Federal Revenue	All Other	8290	0.00	0.00	0.09
TOTAL, FEDERAL REVENUE	, iii Otilci	0200	0.00	0.00	0.09
			0.00	0.00	0.07
OTHER STATE REVENUE					
Other State Apportionments		0044	0.00	0.00	0.00
All Other State Apportionments - Current Year		8311	0.00	0.00	0.09
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.09
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.09
Adult Education Program	6391	8590	0.00	0.00	0.09
All Other State Revenue	All Other	8590	15,974.00	23,403.00	46.5%
TOTAL, OTHER STATE REVENUE			15,974.00	23,403.00	46.59
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.09
Leases and Rentals		8650	0.00	0.00	0.0
Interest		8660	2,368.05	1,000.00	-57.8
Net Increase (Decrease) in the Fair Value of Investments		8662	(1,835.00)	0.00	-100.0
Fees and Contracts					
Adult Education Fees		8671	0.00	0.00	0.0
Interagency Services		8677	0.00	0.00	0.0
Other Local Revenue		5077	0.00	0.00	0.0
		9600	407 400 00	440 700 00	40.5
All Other Local Revenue		8699	127,128.00	113,738.00	-10.5
Tuition		8710	0.00	0.00	0.0
TOTAL, OTHER LOCAL REVENUE			127,661.05	114,738.00	-10.1
TOTAL, REVENUES			143,635.05	138,141.00	-3.8
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	23,646.59	0.00	-100.0

日の日の日の日の日の日の日の日の日の日の日の日の日の日の日の日の日の日の	Description	Resource Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
日の日の日の日の日の日の日の日の日の日の日の日の日の日の日の日の日の日の	Certificated Pupil Support Salaries		1200	0.00	_	0.0%
District Control SALABIES   1900   2,000   1	Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Page			1900	0.00	0.00	0.0%
Disserties Spoor file Standard Searce   200	TOTAL, CERTIFICATED SALARIES			23,646.59	0.00	-100.0%
Descript Spear professor Advantations	CLASSIFIED SALARIES					
Description of Architectures Subtress   200   0.0	Classified Instructional Salaries		2100	6,600.00	13,200.00	100.0%
Demost   D	Classified Support Salaries		2200	0.00	0.00	0.0%
Desc.   1998	Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
### CATASSIFIED PAULAPIES ### CATASSIFIED PAULAPIES ### PERS	Clerical, Technical and Office Salaries		2400	65,466.95	64,345.00	-1.7%
Name	Other Classified Salaries		2900	0.00	0.00	0.0%
日常日	TOTAL, CLASSIFIED SALARIES			72,066.95	77,545.00	7.6%
PARS	EMPLOYEE BENEFITS					
ASSIDIANGE APPENDENT   S. 1965.77   S. 19.00   2.2   1.4	STRS		3101-3102	1,844.60	1,261.00	-31.6%
Ideal mat Verliere Derurlis   301-3402   5,280.01   5,280.00   0.1	PERS		3201-3202	14,746.30	19,190.00	30.1%
Unempto/Print Insurance	OASDI/Medicare/Alternative		3301-3302	5,056.37	5,192.00	2.7%
	Health and Welfare Benefits		3401-3402	5,280.01	5,280.00	0.0%
GPER, Alconated         379-370Z         0.00         0.00         0.00           OPER, Active Emptoyees         379-370Z         0.00         0.00         0.00           Chief Emptoyee Benefits         350-390Z         2.00         0.00         0.00           TOTA, EMPLOYEE BENEFITS         27,722.3         33,160.0         1.11           Approved Futbooks and Core Curticuls Materials         4100         0.00         0.00         0.00           Approved Futbooks and Core Curticuls Materials         4200         0.00         0.00         0.00           Materials and Supplies         4300         0.00         0.00         0.00           Materials and Supplies         4300         0.00         0.00         0.00           Materials and Supplies         4300         0.00         0.00         0.00           Materials And Conference         5300         0.00         0.00         0.00           Toxal GOLDAS AND SUPPLIES         5300         0.00         0.00         0.00           SEMPLES         5300         0.00         0.00         0.00           Tave and Conference         5500         0.00         0.00         0.00           Insurance         5500         0.00         0.00	Unemployment Insurance		3501-3502	45.30	37.00	-18.3%
OPER, Active Employees         3761-3752         0.00         0.00         0.00           Other Employee Bearlins         3001-3022         0.00         0.00         0.00           STOTAL, EMPLOYEE BEBERTITS         2,732-23         3,316-00         1.00           Approved Testicose and Core Curricula Materials         4100         0.00         0.00         0.00           Books and Other Reference Materials         4100         0.00         0.00         0.00           Materials and Supplies         4200         0.00         0.00         0.00           Materials and Supplies         4300         7,892.77         19,400.00         1.00           TOTAL, ENCOS AND SUPPLIES         7,892.77         20,200.00         10.0           Stoday Femilian Services         5500         0.00         0.00         0.00           Trav of and Conferences         5500         0.00         0.00         0.00         0.00           Trav of and Conferences         5500         0.00	Workers' Compensation		3601-3602	2,759.70	2,226.00	-19.3%
Other Employee Benefits         3001-3002         0.00         0.00         0.00           TOTAL EMPLOYCEE BENEFITS         23,732.23         33,180.00         11.00           SOMCK AND SUPPLES         2         33,180.00         0.00           Approved Textbooks and Cone Curricula Materials         4100         0.00         0.00           Mosts and Other Reformer Materials         4200         0.00         0.00           Mestiva and Clarification Supplicities         4300         7,882.27         19,400.00         166.00           Noncapitalizate Equipment         4000         0.00         600.00         0.00         166.00           SERVICES AND OTHER OPERATING EXPENDITURES         8         0.00         0.00         0.00         0.00           SUBJOGENIORIS OF Services         5000         0.00         <	OPEB, Allocated		3701-3702	0.00	0.00	0.0%
TOTAL EMPLOYEE BENEFITS         28,732.28         33,186.00         11.18           SOOKS AND SUPPLIES         Command Materials         4100         0.00         0.00         0.00           Books and Other Curricula Materials         4500         0.00         0.00         0.00           Books and Other Reference Materials         4500         0.00         1.00         0.00           Materials and Supplies         4500         7.892.27         1.00         1.16           Noncapitalized Equipment         4400         0.00         80.00         1.00           TOTAL BOOKS AND SUPPLIES         TORGET         7.892.27         20,200.00         1.00           Subaprenents for Services         500         0.00<	OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Approved Fortbooks and Core Curricula Materials	Other Employee Benefits		3901-3902	0.00	0.00	0.0%
Approved Textbooks and Core Curicula Materials         4100         0.00         0.00         0.00           Books and Other Reference Materials         4200         0.00         0.00         0.00           Moncapitalized Equipment         4400         0.00         0.00         0.00           TOTAL BOOKS AND SUPPLIES         7,892.27         20.00         1.85           SERVICES AND OTHER OPERATING EXPENDITURES         500         0.00         0.00         0.00           Toward and Conferences         5100         0.00         0.00         0.00           Dues and Memberships         5500         0.00         0.00         0.00           Insurance         5500         0.00         0.00         0.00           Contractions and Househeeping Services         5500         0.00         0.00         0.00           Rentals, Lusses, Repairs, and Noncapitalized Improvements         5600         0.00         0.00         0.00           Rentals, Lusses, Repairs, and Noncapitalized Improvements         5900         0.00         0.00         0.00           Tarseff or of Direct Costs         1600         0.00         0.00         0.00         0.00           Tarseff or Office Costs - Interfund         570         0.00         0.00         0.	TOTAL, EMPLOYEE BENEFITS			29,732.28	33,186.00	11.6%
Books and Other Reference Materials         4200         0.00         0.00           Materials and Supplies         4500         7,892.27         19,40,000         1.55           Noncapitalized Explorment         4400         0.00         800.00         N           TOTAL, BOOKS AND SUPPLIES         7,892.27         20,200.00         155.55           SERVICES AND OTHER OPERATING EXPENDITURES         5         0.00         0.00         0.00         100.00           Tavel and Conferences         5200         69,14         0.00         0.00         100.00           Dues and Memberships         5300         0.00         0.00         0.00         0.00           Operations and Housteepings Services         5500         0.00         0.00         0.00           Commander of Direct Costs         5700         0.00         0.00         0.00           Transfers of Direct Costs Interfund         5750         0.00         0.00         0.00           Communications         5800         0.00         0.00         0.00         0.00         0.00           Communications         5710         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00         0.00	BOOKS AND SUPPLIES					
Materials and Supplies         4300         7,892.77         19,40,00         145.0           Noncapitalized Equipment         4400         0.00         800.00         N           TOTAL, BOCKS AND SUPPLIES         7,892.77         20,200.00         155.5           SERVICES AND OTHER OPERATING EXPENDITURES         500         0.01         0.00         100.00           Towal and Conferences         500         0.01         0.00         100.00						0.0%
Noncepitalized Equipment   A400						0.0%
TOTAL, BOOKS AND SUPPLIES         7,882.27         20,200.00         155.55           SERVICES AND OTHER OPERATING EXPENDITURES         8100         0.00         0.00         0.00           Tavel and Conferences         \$200         66.14         0.00         0.00           Dues and Memberships         \$300         0.00         0.00         0.00           Dues and Memberships         \$500         0.00         0.00         0.00           Operations and Housekeeping Services         \$500         0.00         0.00         0.00           Rentals, Leases, Repairs, and Noncapitalized Improvements         \$500         0.00         0.00         0.00           Rentals, Leases, Repairs, and Noncapitalized Improvements         \$500         0.00         0.00         0.00           Transfers of Direct Costs - Interfund         \$750         0.00         0.00         0.00         0.00           Transfers of Direct Costs - Interfund         \$750         0.00         0.00         0.00         0.00           Communications         \$500         0.00         0.00         0.00         0.00         0.00           Communications         \$500         0.00         0.00         0.00         0.00         0.00           CAPITAL OUTLAY						145.8%
Subagreements for Services   5100   0.00			4400			New
Subagreements for Services         5100         0.00         0.00         0.00           Travel and Conferences         5200         69.14         0.00         1.00           Dues and Memberships         5300         0.00         0.00         0.00           Insurance         5400-5450         0.00         0.00         0.00           Operations and Housekeeping Services         5500         0.00         0.00         0.00           Rentals, Leases, Repairs, and Noncapitalized Improvements         5600         0.00         0.00         0.00           Transfers of Direct Costs - Interfund         5710         0.00         0.00         0.00           Transfers of Direct Costs - Interfund         5750         0.00         0.00         0.00           Communications         5900         0.00         0.00         0.00           TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES         69.10         0.00         0.00           CAPITAL OUTLAY         810         0.00         0.00         0.00           Land Improvements of Buildings         6200         0.00         0.00         0.00           Equipment Replacement         6500         0.00         0.00         0.00           Lasse Assets         6600				7,892.27	20,200.00	155.9%
Travel and Conferences \$200			5400	0.00	0.00	0.00%
Dues and Memberships	-					0.0%
Insurance \$400.5450 0.00 0.00 0.00 0.00 0.00 0.00 0						
Operations and Housekeeping Services         5500         0.00         0.00         0.00           Rentals, Leases, Repairs, and Noncapitalized Improvements         5600         0.00         0.00         0.00           Transfers of Direct Costs         5710         0.00         0.00         0.00           Transfers of Direct Costs - Interfund         5750         0.00         0.00         0.00           Communications         5800         0.00         0.00         0.00           Buildings and Improvements         6800         0.00         0.00         0.00           Equipment         6800         0.00         0.00         0.00						0.0%
Rentalis, Leases, Repairs, and Noncapitalized Improvements         5600         0.00         0.00         0.00           Transfers of Direct Costs         5710         0.00         0.00         0.00           Transfers of Direct Costs - Inferfund         5750         0.00         0.00         0.00           Professional/Consulting Services and Operating Expenditures         5900         0.00         0.00         0.00           Communications         5900         0.00         0.00         0.00         0.00           TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES         69.14         0.00         0.00         0.00           Land         6100         0.00         0.00         0.00         0.00           Land Improvements         6100         0.00         0.00         0.00           Buildings and Improvements of Buildings         6200         0.00         0.00         0.00           Equipment Replacement         6600         0.00         0.00         0.00           Lease Assets         6700         0.00         0.00         0.00           Subscription Assets         6700         0.00         0.00         0.00           OTHER OUTGO (excluding Transfers of Indirect Costs)         7141         0.00         0.00						
Transfers of Direct Costs         5710         0.00         0.00         0.00           Transfers of Direct Costs - Interfund         5750         0.00         0.00         0.00           Professional/Consulting Services and Operating Expenditures         5800         0.00         0.00         0.00           COMMUNICATION         6900         0.00         0.00         0.00         1.00           TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES         69.14         0.00         0.00         1.00           CAPITAL OUTLAY         6100         0.00         0.00         0.00         0.00           Land Improvements of Buildings         6100         0.00         0.00         0.00           Equipment         6400         0.00         0.00         0.00           Equipment Replacement         6500         0.00         0.00         0.0           Lease Assets         6600         0.00         0.00         0.0           Subscription Assets         670         0.00         0.0         0.0           TOTAL, CAPITAL OUTLAY         0.00         0.00         0.0         0.0           OTHER OUTGO (excluding Transfers of Indirect Costs)         7141         0.00         0.0         0.0           Pay	· ·					0.0%
Transfers of Direct Costs - Interfund         5750         0.00         0.00         0.00           Professional/Consulting Services and Operating Expenditures         5800         0.00         0.00         0.00           Communications         5900         0.00         0.00         0.00           COMPAIN CONTRANCE SAND OTHER OPERATING EXPENDITURES         69.14         0.00         0.00           CAPITAL OUTLAY         6100         0.00         0.00         0.00           Land Improvements         6170         0.00         0.00         0.00           Equipment         6170         0.00         0.00         0.00           Equipment Replacement of Buildings         6200         0.00         0.00         0.00           Equipment Replacement         6500         0.00         0.00         0.00           Lease Assets         6600         0.00         0.00         0.00           Subscription Assets         6700         0.00         0.00         0.00           TOTAL, CAPITAL OUTLAY         0.00         0.00         0.00           TOTAL, CAPITAL OUTLAY         0.00         0.00         0.00           Tuition, Excess Costs, and/or Deficit Payments           Payments to Dis						0.0%
Professional/Consulting Services and Operating Expenditures         5800         0.00         0.00         0.00           Communications         5900         0.00         0.00         0.00           TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES         69.14         0.00         -100.00           CAPITAL OUTLAY						0.0%
Communications						0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES   69.14   0.00   -100.00						0.0%
Capital Outlay						-100.0%
Land         6100         0.00         0.00         0.00           Land Improvements         6170         0.00         0.00         0.00           Buildings and Improvements of Buildings         6200         0.00         0.00         0.00           Equipment         6400         0.00         0.00         0.00           Equipment Replacement         6500         0.00         0.00         0.00           Lease Assets         6600         0.00         0.00         0.00           Subscription Assets         6700         0.00         0.00         0.00           TOTAL, CAPITAL OUTLAY         0.00         0.00         0.00         0.00           OTHER OUTGO (excluding Transfers of Indirect Costs)           Tuition         7141         0.00         0.00         0.00           Payments to Districts or Charter Schools         7141         0.00         0.00         0.00           Payments to JPAs         7142         0.00         0.00         0.00           Other Transfers Out         7143         0.00         0.00         0.00           Transfers of Pass-Through Revenues         7211         0.00         0.00         0.00           To C						
Buildings and Improvements of Buildings	Land		6100	0.00	0.00	0.0%
Equipment 6400 0.00 0.00 0.00 0.00 0.00 0.00 0.00	Land Improvements		6170	0.00	0.00	0.0%
Equipment Replacement 6500 0.00 0.00 0.00 0.00 0.00 0.00 0.00	Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Lease Assets       6600       0.00       0.00       0.00         Subscription Assets       6700       0.00       0.00       0.00         TOTAL, CAPITAL OUTLAY       0.00       0.00       0.00         OTHER OUTGO (excluding Transfers of Indirect Costs)         Tuition         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       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	Equipment		6400	0.00	0.00	0.0%
Subscription Assets   6700   0.00	Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY  DIFFER OUTGO (excluding Transfers of Indirect Costs)  Tuition  Tuition, Excess Costs, and/or Deficit Payments  Payments to Districts or Charter Schools  Payments to County Offices  Other Transfers Out  Transfers of Pass-Through Revenues  To Districts or Charter Schools  7211  0.00	Lease Assets		6600	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  Payments to County Offices 7142 0.00 0.00 0.00  Payments to JPAs 7143 0.00 0.00 0.00  Other Transfers Out  Transfers of Pass-Through Revenues  To Districts or Charter Schools 7211 0.00 0.00 0.00  To County Offices 7212 0.00 0.00 0.00	Subscription Assets		6700	0.00	0.00	0.0%
Tuition       Tuition, Excess Costs, and/or Deficit Payments         Payments to Districts or Charter Schools       7141       0.00       0.00       0.00         Payments to County Offices       7142       0.00       0.00       0.00         Payments to JPAs       7143       0.00       0.00       0.00         Other Transfers Out       Transfers of Pass-Through Revenues         To Districts or Charter Schools       7211       0.00       0.00       0.00         To County Offices       7212       0.00       0.00       0.00	TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments       0.00	OTHER OUTGO (excluding Transfers of Indirect Costs)					
Payments to Districts or Charter Schools       7141       0.00       0.00       0.00         Payments to County Offices       7142       0.00       0.00       0.00         Payments to JPAs       7143       0.00       0.00       0.00         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	Tuition					
Payments to County Offices       7142       0.00       0.00       0.00         Payments to JPAs       7143       0.00       0.00       0.00         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	Tuition, Excess Costs, and/or Deficit Payments					
Payments to JPAs       7143       0.00       0.00       0.00         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	Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Other Transfers Out         Image: Contract of Pass-Through Revenues         Image: Contract of Pass-Through Revenues         7211         0.00         0.00         0.00           To County Offices         7212         0.00         0.00         0.00	Payments to County Offices		7142	0.00	0.00	0.0%
Transfers of Pass-Through Revenues         7211         0.00         0.00         0.0           To Districts or Charter Schools         7212         0.00         0.00         0.0           To County Offices         7212         0.00         0.00         0.0	Payments to JPAs		7143	0.00	0.00	0.0%
To Districts or Charter Schools         7211         0.00         0.00         0.0           To County Offices         7212         0.00         0.00         0.0	Other Transfers Out					
To County Offices 7212 0.00 0.00 0.00	Transfers of Pass-Through Revenues					
	To Districts or Charter Schools		7211	0.00	0.00	0.0%
To JPAs 7213 0.00 0.00 0.00	To County Offices		7212	0.00	0.00	0.0%
	To JPAs		7213	0.00	0.00	0.0%

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			<del> </del>			
Description	Resource Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference	
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	3,977.00	0.00	-100.0%	
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			3,977.00	0.00	-100.0%	
TOTAL, EXPENDITURES			137,384.23	130,931.00	-4.7%	
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						
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 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 Unaudited 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	15,974.00	23,403.00	46.5%
4) Other Local Revenue		8600-8799	127,661.05	114,738.00	-10.1%
5) TOTAL, REVENUES			143,635.05	138,141.00	-3.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		41,273.56	35,653.00	-13.6%
2) Instruction - Related Services	2000-2999		92,133.67	95,278.00	3.4%
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		3,977.00	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			137,384.23	130,931.00	-4.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			6,250.82	7,210.00	15.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6,250.82	7,210.00	15.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	98,901.53	105,152.35	6.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			98,901.53	105,152.35	6.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			98,901.53	105,152.35	6.3%
2) Ending Balance, June 30 (E + F1e)			105,152.35	112,362.35	6.9%
Components of Ending Fund Balance			,	,	
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed		5740	3.00	3.00	3.070
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned		57.00	0.00	0.00	0.076
Other Assignments (by Resource/Object)		9780	105,152.35	112,362.35	6.9%
e) Unassigned/Unappropriated		2700	100,102.00	112,002.00	3.370
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

#### Unaudited Actuals Adult Education Fund Exhibit: Restricted Balance Detail

52 71506 0000000 Form 11 E8ARYTXKC7(2023-24)

ResourceDescription2023-24 Unaudited Actuals2024-25 BudgetTotal, Restricted Balance0.000.00

				E8ARYTXKC7(2023-24	
Description	Resource Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0
2) Federal Revenue		8100-8299	727,659.38	462,000.00	-36.5
3) Other State Revenue		8300-8599	360,235.29	240,000.00	-33.4
4) Other Local Revenue		8600-8799	99,108.70	134,200.00	35.4
5) TOTAL, REVENUES			1,187,003.37	836,200.00	-29.6
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0
2) Classified Salaries		2000-2999	287,181.97	306,686.00	6.3
3) Employee Benefits		3000-3999	177,997.65	188,272.00	5.
4) Books and Supplies		4000-4999	404,826.44	433,098.00	7.
5) Services and Other Operating Expenditures		5000-5999	8,740.36	11,640.00	33.
6) Capital Outlay		6000-6999	0.00	0.00	0.
7) 011 0 1 ( 1 17 7 ( 11 17 10 1)		7100-7299,			
7) Other Outgo (excluding Transfers of Indirect Costs)		7400-7499	0.00	0.00	0.
8) Other Outgo - Transfers of Indirect Costs		7300-7399	23,685.69	0.00	-100.
9) TOTAL, EXPENDITURES			902,432.11	939,696.00	4.
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			284,571.26	(103,496.00)	-136.
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.
b) Transfers Out		7600-7629	0.00	0.00	0
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0
b) Uses		7630-7699	0.00	0.00	0
3) Contributions		8980-8999	0.00	0.00	0
4) TOTAL, OTHER FINANCING SOURCES/USES		0000 0000	0.00	0.00	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			284,571.26	(103,496.00)	-136
			204,371.20	(103,490.00)	-130.
F. FUND BALANCE, RESERVES  1) Beginning Fund Balance					
		9791	707 404 00	1 011 076 24	39.
a) As of July 1 - Unaudited			727,404.98	1,011,976.24	
b) Audit Adjustments		9793	0.00	0.00	0
c) As of July 1 - Audited (F1a + F1b)		0705	727,404.98	1,011,976.24	39
d) Other Restatements		9795	0.00	0.00	0
e) Adjusted Beginning Balance (F1c + F1d)			727,404.98	1,011,976.24	39
2) Ending Balance, June 30 (E + F1e)			1,011,976.24	908,480.24	-10
Components of Ending Fund Balance					
a) Nonspendable					
Rev olv ing Cash		9711	500.00	0.00	-100
Stores		9712	56,021.26	0.00	-100
Prepaid Items		9713	0.00	0.00	0
All Others		9719	0.00	0.00	0
b) Restricted		9740	955,454.98	908,480.24	-4
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	o
Other Commitments		9760	0.00	0.00	0
d) Assigned					
Other Assignments		9780	0.00	0.00	0
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0
Unassigned/Unappropriated Amount		9790	0.00	0.00	O
G. ASSETS					
1) Cash					
a) in County Treasury		9110	920,224.53		
1) Fair Value Adjustment to Cash in County Treasury		9111	(15,216.00)		
			1		I
b) in Banks		9120	0.00		
b) in Banks c) in Revolving Cash Account		9120 9130	0.00 500.00		
c) in Revolving Cash Account		9130	500.00		

Description Resource Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable	9200	76,679.45		
4) Due from Grantor Government	9290	0.00		
5) Due from Other Funds	9310	0.00		
6) Stores	9320	56,021.26		
7) Prepaid Expenditures	9330	0.00		
8) Other Current Assets	9340	0.00		
9) Lease Receivable	9380	0.00		
10) TOTAL, ASSETS		1,038,209.24		
H. DEFERRED OUTFLOWS OF RESOURCES				
1) Deferred Outflows of Resources	9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS		0.00		
I. LIABILITIES		0.00		
1) Accounts Payable	9500	2,547.31		
2) Due to Grantor Governments	9590	0.00		
	9610	23,685.69		
3) Due to Other Funds		23,085.09		
4) Current Loans	9640			
5) Unearned Revenue	9650	0.00		
6) TOTAL, LIABILITIES		26,233.00		
J. DEFERRED INFLOWS OF RESOURCES				
1) Deferred Inflows of Resources	9690	0.00		
2) TOTAL, DEFERRED INFLOWS		0.00		
K. FUND EQUITY				
(must agree with line F2) (G10 + H2) - (I6 + J2)		1,011,976.24		
FEDERAL REVENUE				
Child Nutrition Programs	8220	665,323.13	462,000.00	-30.6
Donated Food Commodities	8221	62,336.25	0.00	-100.0
All Other Federal Revenue	8290	0.00	0.00	0.0
TOTAL, FEDERAL REVENUE	0200	727,659.38	462,000.00	-36.5
OTHER STATE REVENUE		727,000.00	402,000.00	00.0
	8520	360,235.29	240,000,00	22.4
Child Nutrition Programs			240,000.00	-33.4
All Other State Revenue	8590	0.00	0.00	0.0
TOTAL, OTHER STATE REVENUE		360,235.29	240,000.00	-33.4
OTHER LOCAL REVENUE				
Other Local Revenue				
Sales				
Sale of Equipment/Supplies	8631	0.00	0.00	0.0
Food Service Sales	8634	41,429.25	75,000.00	81.0
Leases and Rentals	8650	0.00	0.00	0.0
Interest	8660	20,347.01	7,700.00	-62.2
Net Increase (Decrease) in the Fair Value of Investments	8662	(15,216.00)	0.00	-100.0
Fees and Contracts				
Interagency Services	8677	0.00	0.00	0.0
Other Local Revenue				
All Other Local Revenue	8699	52,548.44	51,500.00	-2.0
TOTAL, OTHER LOCAL REVENUE		99,108.70	134,200.00	35.4
TOTAL, REVENUES				-29.6
		1,187,003.37	836,200.00	-29.0
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	210,625.88	234,441.00	11.3
Classified Supervisors' and Administrators' Salaries	2300	76,556.09	72,245.00	-5.6
Clerical, Technical and Office Salaries	2400	0.00	0.00	0.0
Other Classified Salaries	2900	0.00	0.00	0.0
TOTAL, CLASSIFIED SALARIES		287,181.97	306,686.00	6.8
EMPLOYEE BENEFITS				
STRS	3101-3102	0.00	0.00	0.0
PERS	3201-3202	74,945.33	81,066.00	
				8.2 4.4
OASDI/Medicare/Alternative	3301-3302	21,052.16	21,971.00	4.

				E8ARYTXKC7(2023-24)	
Description Resource (	Codes Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference	
Health and Welfare Benefits	3401-3402	73,480.95	76,345.00	3.9%	
Unemployment Insurance	3501-3502	137.81	143.00	3.8%	
Workers' Compensation	3601-3602	8,381.40	8,747.00	4.4%	
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		177,997.65	188,272.00	5.8%	
BOOKS AND SUPPLIES					
Books and Other Reference Materials	4200	0.00	0.00	0.0%	
Materials and Supplies	4300	31,641.56	57,100.00	80.5%	
Noncapitalized Equipment	4400	0.00	0.00	0.0%	
Food	4700	373,184.88	375,998.00	0.8%	
TOTAL, BOOKS AND SUPPLIES		404,826.44	433,098.00	7.0%	
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services	5100	0.00	0.00	0.0%	
Travel and Conferences	5200	163.48	400.00	144.7%	
Dues and Memberships	5300	570.00	570.00	0.0%	
Insurance	5400-5450	0.00	0.00	0.0%	
Operations and Housekeeping Services	5500	2,344.00	3,025.00	29.1%	
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600	475.49	620.00	30.4%	
Transfers of Direct Costs	5710	0.00	0.00	0.0%	
Transfers of Direct Costs - Interfund	5750	0.00	0.00	0.0%	
Professional/Consulting Services and Operating Expenditures	5800	5,187.39	7,025.00	35.4%	
Communications	5900	0.00	0.00	0.0%	
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES	0000	8,740.36	11,640.00	33.2%	
CAPITAL OUTLAY		0,740.30	11,040.00	33.270	
Buildings and Improvements of Buildings	6200	0.00	0.00	0.0%	
	6400	0.00	0.00	0.0%	
Equipment Perlacement					
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	7400		0.00	0.00/	
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	23,685.69	0.00	-100.0%	
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS		23,685.69	0.00	-100.0%	
TOTAL, EXPENDITURES		902,432.11	939,696.00	4.1%	
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%	
			ı		

## Unaudited Actuals Cafeteria Special Revenue Fund Expenditures by Object

52 71506 0000000 Form 13 E8ARYTXKC7(2023-24)

Description	Resource Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

					E8ARYTANC7(2023-24	
Description	Function Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference	
A. REVENUES						
1) LCFF Sources		8010-8099	0.00	0.00	0.0%	
2) Federal Revenue		8100-8299	727,659.38	462,000.00	-36.5%	
3) Other State Revenue		8300-8599	360,235.29	240,000.00	-33.4%	
4) Other Local Revenue		8600-8799	99,108.70	134,200.00	35.4%	
5) TOTAL, REVENUES			1,187,003.37	836,200.00	-29.6%	
B. EXPENDITURES (Objects 1000-7999)						
1) Instruction	1000-1999		0.00	0.00	0.0%	
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%	
3) Pupil Services	3000-3999		876,402.42	936,671.00	6.9%	
4) Ancillary Services	4000-4999		0.00	0.00	0.0%	
5) Community Services	5000-5999		0.00	0.00	0.0%	
6) Enterprise	6000-6999		0.00	0.00	0.0%	
7) General Administration	7000-7999		23,685.69	0.00	-100.0%	
8) Plant Services	8000-8999		2,344.00	3,025.00	29.1%	
O) Other Outer	0000 0000	Except 7600-				
9) Other Outgo	9000-9999	7699	0.00	0.00	0.0%	
10) TOTAL, EXPENDITURES			902,432.11	939,696.00	4.1%	
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			284,571.26	(103,496.00)	-136.4%	
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)			284,571.26	(103,496.00)	-136.4%	
F. FUND BALANCE, RESERVES						
1) Beginning Fund Balance						
a) As of July 1 - Unaudited		9791	727,404.98	1,011,976.24	39.1%	
b) Audit Adjustments		9793	0.00	0.00	0.0%	
c) As of July 1 - Audited (F1a + F1b)			727,404.98	1,011,976.24	39.1%	
d) Other Restatements		9795	0.00	0.00	0.0%	
e) Adjusted Beginning Balance (F1c + F1d)			727,404.98	1,011,976.24	39.1%	
2) Ending Balance, June 30 (E + F1e)			1,011,976.24	908,480.24	-10.2%	
Components of Ending Fund Balance						
a) Nonspendable						
Revolving Cash		9711	500.00	0.00	-100.0%	
Stores		9712	56,021.26	0.00	-100.0%	
Prepaid Items		9713	0.00	0.00	0.0%	
All Others		9719	0.00	0.00	0.0%	
b) Restricted		9740	955,454.98	908,480.24	-4.9%	
c) Committed		3140	333,737.80	300,400.24	-4.976	
Stabilization Arrangements		9750	0.00	0.00	0.0%	
Other Commitments (by Resource/Object)		9750 9760	0.00	0.00	0.0%	
		9/00	0.00	0.00	0.0%	
d) Assigned  Other Assignments (by Passures (Object)		0700	0.00			
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%	
e) Unassigned/Unappropriated		0===				
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%	
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%	

#### Unaudited Actuals Cafeteria Special Revenue Fund Exhibit: Restricted Balance Detail

52 71506 0000000 Form 13 E8ARYTXKC7(2023-24)

Resource	Description	2023-24 Unaudited Actuals	2024-25 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	777,139.98	822,650.24
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	72,629.10	46,099.10
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	43,024.53	2,026.53
5810	Other Restricted Federal	614.00	614.00
7033	Child Nutrition: School Food Best Practices Apportionment	62,047.37	37,090.37
Total, Restricted Balance		955,454.98	908,480.24

			2002.21	0004.07		
Description	Resource Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference	
A. REVENUES						
1) LCFF Sources		8010-8099	300,000.00	250,000.00	-16.79	
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	30,839.60	2,800.00	-90.99	
5) TOTAL, REVENUES			330,839.60	252,800.00	-23.69	
B. EXPENDITURES				İ		
1) Certificated Salaries		1000-1999	0.00	0.00	0.09	
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	50,060.40	50,800.00	1.5	
5) Services and Other Operating Expenditures		5000-5999	75,136.99	59,000.00	-21.5	
6) Capital Outlay		6000-6999	88,293.21	85,000.00	-3.7	
7) Other Outer (such dies Treesfans of Indianat Conta)		7100-7299,				
7) Other Outgo (excluding Transfers of Indirect Costs)		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			213,490.60	194,800.00	-8.8	
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			117,349.00	58,000.00	-50.6	
D. OTHER FINANCING SOURCES/USES						
1) Interfund Transfers						
a) Transfers In		8900-8929	0.00	0.00	0.0	
b) Transfers Out		7600-7629	0.00	0.00	0.0	
2) Other Sources/Uses						
a) Sources		8930-8979	0.00	0.00	0.0	
b) Uses		7630-7699	0.00	0.00	0.0	
3) Contributions		8980-8999	0.00	0.00	0.0	
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			117,349.00	58,000.00	-50.6°	
F. FUND BALANCE, RESERVES						
1) Beginning Fund Balance						
a) As of July 1 - Unaudited		9791	320,483.11	437,832.11	36.6°	
b) Audit Adjustments		9793	0.00	0.00	0.0	
c) As of July 1 - Audited (F1a + F1b)			320,483.11	437,832.11	36.6	
d) Other Restatements		9795	0.00	0.00	0.0	
e) Adjusted Beginning Balance (F1c + F1d)			320,483.11	437,832.11	36.6	
2) Ending Balance, June 30 (E + F1e)			437,832.11	495,832.11	13.2	
Components of Ending Fund Balance						
a) Nonspendable						
Rev olving 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		2.00	3.30	5.50	0.0	
Other Assignments		9780	437,832.11	495,832.11	13.2	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0	
Unassigned/Unappropriated Amount		9799	0.00	0.00	0.0	
G. ASSETS		-:	5.55	5.55	3.0	
1) Cash						
a) in County Treasury		9110	460,480.28			
Fair Value Adjustment to Cash in County Treasury		9111	(7,614.00)			
b) in Banks		9120	0.00			
c) in Revolving Cash Account		9130	0.00			
d) with Fiscal Agent/Trustee		9135	0.00			
		5 100	0.00			
e) Collections Awaiting Deposit		9140	0.00			

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Description	Resource Codes	Object Codes	2023-24 Unaudited 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			452,866.28		
H. DEFERRED OUTFLOWS OF RESOURCES			,		
Deferred Outflows of Resources		9490	0.00		
		3430	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES		0500	45 004 47		
1) Accounts Payable		9500	15,034.17		
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			15,034.17		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(must agree with line F2) (G10 + H2) - (I6 + J2)			437,832.11		
LCFF SOURCES			101,002.11		
LCFF Transfers					
LCFF Transfers - Current Year		8091	300,000.00	250,000.00	-16.7%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			300,000.00	250,000.00	-16.7%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.09
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	7,347.50	2,800.00	-61.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	(7,614.00)	0.00	-100.0%
		0002	(7,014.00)	0.00	-100.07
Other Local Revenue					
All Other Local Rev enue		8699	31,106.10	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			30,839.60	2,800.00	-90.9%
TOTAL, REVENUES			330,839.60	252,800.00	-23.6%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.09
Other Classified Salaries		2900	0.00	0.00	0.09
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.09
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.09
PERS		3201-3202	0.00	0.00	0.09
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
					l
Other Employee Benefits		3901-3902	0.00	0.00	0.0
Other Employee Benefits TOTAL, EMPLOYEE BENEFITS		3901-3902	0.00	0.00	0.0 <sup>1</sup>
		3901-3902			

Description	Resource Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
Materials and Supplies		4300	44,061.52	50,800.00	15.3%
Noncapitalized Equipment		4400	5,998.88	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			50,060.40	50,800.00	1.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	67,272.35	9,000.00	-86.6%
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	7,864.64	50,000.00	535.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			75,136.99	59,000.00	-21.5%
CAPITAL OUTLAY					
Land Improvements		6170	6,104.19	35,000.00	473.4%
Buildings and Improvements of Buildings		6200	82,189.02	10,000.00	-87.8%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	40,000.00	Nev
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			88,293.21	85,000.00	-3.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			213,490.60	194,800.00	-8.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES			0.00	0.00	0.07
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		1000	0.00	0.00	0.0%
CONTRIBUTIONS			0.00	0.00	0.07
		9090	0.00	0.00	0.00
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.09
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.09
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.09

Description	Function Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
A. REVENUES	T dilotion dodes		Ondudited Actuals	Buuget	Billerence
1) LCFF Sources		8010-8099	300,000.00	250,000.00	-16.7%
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	30,839.60	2,800.00	-90.9%
5) TOTAL, REVENUES		8000-8799	330,839.60	252,800.00	-23.6%
			330,839.00	232,800.00	-23.0 /0
B. EXPENDITURES (Objects 1000-7999)	1000 1000		0.00	0.00	0.0%
Instruction     Instruction - Related Services	1000-1999 2000-2999		0.00	0.00	0.0%
	3000-3999		0.00	0.00	0.0%
Pupil Services     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		213,490.60	194,800.00	-8.8%
9) Other Outgo	9000-9999	Except 7600- 7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			213,490.60	194,800.00	-8.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			117,349.00	58,000.00	-50.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			117,349.00	58,000.00	-50.6%
F. FUND BALANCE, RESERVES			111,010.00	30,000.00	00.070
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	320,483.11	437,832.11	36.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)		0700	320,483.11	437,832.11	36.6%
d) Other Restatements		9795	0.00	0.00	0.0%
		9195	320,483.11	437,832.11	36.6%
e) Adjusted Beginning Balance (F1c + F1d)  2) Ending Balance, June 30 (E + F1e)			437,832.11	495,832.11	13.2%
Components of Ending Fund Balance			437,032.11	495,632.11	13.2 /0
a) Nonspendable					
		0744	0.00	0.00	0.00/
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		0===			
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	437,832.11	495,832.11	13.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

## Unaudited Actuals Deferred Maintenance Fund Exhibit: Restricted Balance Detail

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Printed: 9/6/2024 2:35 PM

ResourceDescription2023-24 Unaudited Actuals2024-25 BudgetTotal, Restricted Balance0.000.00

			T	Т		
Description	Resource Codes	Object Codes	2023-24 Unaudited 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	(147.01)	1,000.00	-780.2	
5) TOTAL, REVENUES			(147.01)	1,000.00	-780.2	
B. EXPENDITURES						
1) Certificated Salaries		1000-1999	0.00	0.00	0.0	
2) Classified Salaries		2000-2999	0.00	0.00	0.0	
3) Employee Benefits		3000-3999	0.00	0.00	0.0	
4) Books and Supplies		4000-4999	0.00	0.00	0.0	
5) Services and Other Operating Expenditures		5000-5999	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)			(147.01)	1,000.00	-780.2	
D. OTHER FINANCING SOURCES/USES						
1) Interfund Transfers						
a) Transfers In		8900-8929	70,000.00	70,000.00	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			70,000.00	70,000.00	0.0	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			69,852.99	71,000.00	1.6	
F. FUND BALANCE, RESERVES						
1) Beginning Fund Balance						
a) As of July 1 - Unaudited		9791	70,274.94	140,127.93	99.4	
b) Audit Adjustments		9793	0.00	0.00	0.0	
c) As of July 1 - Audited (F1a + F1b)			70,274.94	140,127.93	99.4	
d) Other Restatements		9795	0.00	0.00	0.0	
e) Adjusted Beginning Balance (F1c + F1d)			70,274.94	140,127.93	99.4	
2) Ending Balance, June 30 (E + F1e)			140,127.93	211,127.93	50.	
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.	
All Others		9719	0.00	0.00	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.	
d) Assigned						
Other Assignments		9780	140,127.93	211,127.93	50.	
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	142,483.93			
1) Fair Value Adjustment to Cash in County Treasury		9111	(2,356.00)			
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 Co	des Object Codes	2023-24 Unaudited 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		140,127.93		
H. DEFERRED OUTFLOWS OF RESOURCES				
1) Deferred Outflows of Resources	9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS		0.00		
I. LIABILITIES				
1) Accounts Payable	9500	0.00		
2) Due to Grantor Governments	9590	0.00		
3) Due to Other Funds	9610	0.00		
4) Current Loans	9640			
5) Unearned Revenue	9650	0.00		
6) TOTAL, LIABILITIES		0.00		
J. DEFERRED INFLOWS OF RESOURCES				
1) Deferred Inflows of Resources	9690	0.00		
2) TOTAL, DEFERRED INFLOWS		0.00		
K. FUND EQUITY				
(must agree with line F2) (G10 + H2) - (I6 + J2)		140,127.93		
OTHER STATE REVENUE				
All Other State Apportionments - Current Year	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	8319	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				
Sales				
Sale of Equipment/Supplies	8631	0.00	0.00	0.0%
Interest	8660	2,208.99	1,000.00	-54.7%
Net Increase (Decrease) in the Fair Value of Investments	8662	(2,356.00)	0.00	-100.0%
Other Transfers of Apportionments		(=,====)		
From Districts or Charter Schools	8791	0.00	0.00	0.0%
From County Offices	8792	0.00	0.00	0.0%
From JPAs	8793	0.00	0.00	0.0%
All Other Transfers In from All Others				
TOTAL, OTHER LOCAL REVENUE	8799	0.00 (147.01)	1,000.00	-780.2%
TOTAL, REVENUES		(147.01)	1,000.00	-780.2%
		(147.01)	1,000.00	-780.276
CLASSIFIED SALARIES  Classified Support Salaries	2200	0.00	0.00	0.09/
Classified Support Salaries	2200		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	0.09
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	0.09
TOTAL, EMPLOYEE BENEFITS		0.00	0.00	0.09
BOOKS AND SUPPLIES				
Books and Other Reference Materials	4200	0.00	0.00	0.09
Materials and Supplies	4300	0.00	0.00	0.09
Noncapitalized Equipment	4400	0.00	0.00	0.09
		i		

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Description	Resource Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	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%
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%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	70,000.00	70,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			70,000.00	70,000.00	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%
(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)			70,000.00	70,000.00	0.0%

Description	Function Codes	Object Codes	2023-24 Unaudited 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	(147.01)	1,000.00	-780.2%
5) TOTAL, REVENUES			(147.01)	1,000.00	-780.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
		Except 7600-			
9) Other Outgo	9000-9999	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)			(147.01)	1,000.00	-780.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	70,000.00	70,000.00	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			70,000.00	70,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			69,852.99	71,000.00	1.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	70,274.94	140,127.93	99.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			70,274.94	140,127.93	99.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)		2.22	70,274.94	140,127.93	99.4%
2) Ending Balance, June 30 (E + F1e)			140,127.93	211,127.93	50.7%
Components of Ending Fund Balance			110,121.00	211,121.00	30.1 %
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
-		9711			
Stores			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	140,127.93	211,127.93	50.7%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

#### Unaudited Actuals Pupil Transportation Equipment Fund Exhibit: Restricted Balance Detail

52 71506 0000000 Form 15 E8ARYTXKC7(2023-24)

ResourceDescription2023-24 Unaudited Actuals2024-25 BudgetTotal, Restricted Balance0.000.00

Description F	Resource Codes	Object Codes	2023-24 Unaudited 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	443.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	(115,384.86)	157,000.00	-236.1%
5) TOTAL, REVENUES			(114,941.86)	157,000.00	-236.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	5,000.04	3,000.00	-40.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employ ee Benefits		3000-3999	1,625.31	743.00	-54.39
4) Books and Supplies		4000-4999	35,831.88	66,232.00	84.89
5) Services and Other Operating Expenditures		5000-5999	86,717.77	150,900.00	74.09
6) Capital Outlay		6000-6999	0.00	0.00	0.09
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		7300-7399	129,175.00	220,875.00	71.09
			129,175.00	220,675.00	71.07
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(244,116.86)	(63,875.00)	-73.8%
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	0.09
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	62,375.00	Nev
b) Uses		7630-7699	0.00	0.00	0.09
3) Contributions		8980-8999	0.00	0.00	0.09
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	62,375.00	Nev
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(244,116.86)	(1,500.00)	-99.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,478,795.50	3,234,678.64	-7.09
b) Audit Adjustments		9793	0.00	0.00	0.09
c) As of July 1 - Audited (F1a + F1b)			3,478,795.50	3,234,678.64	-7.09
d) Other Restatements		9795	0.00	0.00	0.09
e) Adjusted Beginning Balance (F1c + F1d)			3,478,795.50	3,234,678.64	-7.0%
2) Ending Balance, June 30 (E + F1e)			3,234,678.64	3,233,178.64	0.09
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.09
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.09
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.09
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.09
d) Assigned					
Other Assignments		9780	3,234,678.64	3,233,178.64	0.09
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.09
G. ASSETS			3.30	0.30	3.07
1) Cash					
a) in County Treasury		9110	1,450.78		
Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9110	91,358.43		
c) in Revolving Cash Account		9120	0.00		
d) with Fiscal Agent/Trustee		9130	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	3,098,591.21		

Description	Resource Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	174.70		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	58,484.35		
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			3,250,059.47		
H. DEFERRED OUTFLOWS OF RESOURCES					
Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	15,380.83		
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		
		9030			
6) TOTAL, LIABILITIES  J. DEFERRED INFLOWS OF RESOURCES			15,380.83		
J. DEFERRED INFLOWS OF RESOURCES  1) Deferred Inflows of Resources		9690	0.00		
,		9690			
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY			2 224 270 24		
(must agree with line F2) (G10 + H2) - (I6 + J2)			3,234,678.64		
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	443.00	0.00	-100.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			443.00	0.00	-100.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	111,581.24	153,000.00	37.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	(226,966.10)	4,000.00	-101.8%
TOTAL, OTHER LOCAL REVENUE			(115,384.86)	157,000.00	-236.1%
TOTAL, REVENUES			(114,941.86)	157,000.00	-236.6%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	5,000.04	3,000.00	-40.0%
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			5,000.04	3,000.00	-40.0%
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	1,398.00	573.00	-59.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	72.51	54.00	-25.5%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	2.52	2.00	-20.6%
Workers' Compensation		3601-3602	152.28	114.00	-25.1%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
		3901-3902	0.00	0.00	0.0%
Other Employee Benefits		J901-J902	0.00	0.00	0.0%

## Unaudited Actuals Foundation Special Revenue Fund Expenditures by Object

52 71506 0000000 Form 19 E8ARYTXKC7(2023-24)

Description Resou	rce Codes Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
TOTAL, EMPLOYEE BENEFITS		1,625.31	743.00	-54.3%
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	27,468.97	66,232.00	141.1%
Noncapitalized Equipment	4400	8,362.91	0.00	-100.0%
Food	4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES	47.00	35,831.88	66,232.00	84.8%
SERVICES AND OTHER OPERATING EXPENDITURES		00,001.00	00,202.00	04.076
Subagreements for Services	5100	0.00	0.00	0.0%
Travel and Conferences	5200	0.00	0.00	0.0%
Dues and Memberships	5300	0.00	0.00	0.0%
Insurance	5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services	5500	2,562.44	43,500.00	1,597.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600	1,084.83	3,000.00	176.5%
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	83,070.50	104,400.00	25.7%
Communications	5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES		86,717.77	150,900.00	74.0%
CAPITAL OUTLAY				
Land	6100	0.00	0.00	0.0%
Land Improvements	6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings	6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.0%
Equipment	6400	0.00	0.00	0.0%
Equipment Replacement	6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY		0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)				
Other Transfers Out				
All Other Transfers Out to All Others	7299	0.00	0.00	0.0%
Debt Service				
Debt Service - Interest	7438	0.00	0.00	0.0%
Other Debt Service - Principal	7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)		0.00	0.00	0.0%
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		129,175.00	220,875.00	71.0%
INTERFUND TRANSFERS				
INTERFUND TRANSFERS OUT				
Other Authorized Interfund Transfers Out	7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT		0.00	0.00	0.0%
OTHER SOURCES/USES				
SOURCES				
Other Sources				
Transfers from Funds of Lapsed/Reorganized LEAs	8965	0.00	0.00	0.0%
All Other Financing Sources	8979	0.00	62,375.00	New
(c) TOTAL, SOURCES		0.00	62,375.00	Nev
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	0.09
CONTRIBUTIONS		3.00	3.00	0.07
Contributions from Unrestricted Revenues	8980	0.00	0.00	0.0%
Contributions from Restricted Revenues  Contributions from Restricted Revenues	8990	0.00	0.00	0.09
	0990		0.00	
(e) TOTAL, CONTRIBUTIONS		0.00		0.09
(- b + c - d + e)		0.00	62,375.00	N

Description	Function Codes	Object Codes	2023-24 Unaudited 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	443.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	(115,384.86)	157,000.00	-236.1%
5) TOTAL, REVENUES			(114,941.86)	157,000.00	-236.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		8,762.91	11,243.00	28.3%
2) Instruction - Related Services	2000-2999		2,300.00	2,200.00	-4.3%
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		54,175.00	75,000.00	38.4%
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		63,937.09	132,432.00	107.1%
		Except 7600-		·	
9) Other Outgo	9000-9999	7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			129,175.00	220,875.00	71.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(244,116.86)	(63,875.00)	-73.8%
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	62,375.00	New
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	62,375.00	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(244,116.86)	(1,500.00)	-99.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,478,795.50	3,234,678.64	-7.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,478,795.50	3,234,678.64	-7.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,478,795.50	3,234,678.64	-7.0%
2) Ending Balance, June 30 (E + F1e)			3,234,678.64	3,233,178.64	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		9719	0.00	0.00	0.0%
c) Committed		9740	0.00	0.00	0.0%
		9750	0.00	0.00	0.0%
Stabilization Arrangements  Other Commitments (by Resource/Object)				0.00	
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned		0700	0.004.070.51	0.000.470.5	نمد م
Other Assignments (by Resource/Object)		9780	3,234,678.64	3,233,178.64	0.0%
e) Unassigned/Unappropriated		0===			
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0

#### Unaudited Actuals Foundation Special Revenue Fund Exhibit: Restricted Balance Detail

52 71506 0000000 Form 19 E8ARYTXKC7(2023-24)

ResourceDescription2023-24 Unaudited Actuals2024-25 BudgetTotal, Restricted Balance0.000.00

E8AI					
Description	Resource Codes	Object Codes	2023-24 Unaudited 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	0.09
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	(395.00)	0.00	-100.0%
5) TOTAL, REVENUES			(395.00)	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.09
2) Classified Salaries		2000-2999	0.00	0.00	0.09
3) Employ ee Benefits		3000-3999	0.00	0.00	0.09
4) Books and Supplies		4000-4999	0.00	0.00	0.09
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,	0.00	0.00	0.00
0) Other Outgo. Transfers of Indirect Costs		7400-7499		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	0.09
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(395.00)	0.00	-100.09
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)			(395.00)	0.00	-100.09
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	23,876.28	23,481.28	-1.7
b) Audit Adjustments		9793	0.00	0.00	0.0
c) As of July 1 - Audited (F1a + F1b)			23,876.28	23,481.28	-1.7
d) Other Restatements		9795	0.00	0.00	0.0
e) Adjusted Beginning Balance (F1c + F1d)			23,876.28	23,481.28	-1.7
2) Ending Balance, June 30 (E + F1e)			23,481.28	23,481.28	0.0
Components of Ending Fund Balance					
a) Nonspendable					
Rev olving 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	23,481.28	23,481.28	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	23,876.28		
1) Fair Value Adjustment to Cash in County Treasury		9111	(395.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description Reso	urce Codes Object Codes	2023-24 Unaudited 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		23,481.28		
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				
Deferred Inflows of Resources	9690	0.00		
2) TOTAL, DEFERRED INFLOWS		0.00		
K. FUND EQUITY		0.00		
Ending Fund Balance, June 30 (must agree with line F2) (G10 + H2) - (I6 + J2)		23,481.28		
FEDERAL REVENUE		20,101120		
FEMA	8281	0.00	0.00	0.0
All Other Federal Revenue	8290	0.00	0.00	0.0
TOTAL, FEDERAL REVENUE	0230	0.00	0.00	0.0
OTHER STATE REVENUE		0.00	0.00	0.0
Tax Relief Subventions				
Restricted Levies - Other				
	8575	0.00	0.00	0.0
Homeowners' Exemptions Other Subventions/In-Lieu Taxes	8576	0.00		0.0
			0.00	
All Other State Revenue	8590	0.00	0.00	0.0
TOTAL, OTHER STATE REVENUE		0.00	0.00	0.0
OTHER LOCAL REVENUE				
Other Local Revenue				
County and District Taxes				
Other Restricted Levies				
Secured Roll	8615	0.00	0.00	0.0
Unsecured Roll	8616	0.00	0.00	0.0
Prior Years' Taxes	8617	0.00	0.00	0.0
Supplemental Taxes	8618	0.00	0.00	0.0
Non-Ad Valorem Taxes				
Parcel Taxes	8621	0.00	0.00	0.0
Other	8622	0.00	0.00	0.0
Community Redevelopment Funds Not Subject to LCFF Deduction	8625	0.00	0.00	0.0
Penalties and Interest from Delinquent Non-LCFF Taxes	8629	0.00	0.00	0.0
Sales				
Sale of Equipment/Supplies	8631	0.00	0.00	0.0
Leases and Rentals	8650	0.00	0.00	0.0
Interest	8660	0.00	0.00	0.0
Net Increase (Decrease) in the Fair Value of Investments	8662	(395.00)	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		(395.00)	0.00	-100.0
TOTAL, REVENUES		(395.00)	0.00	-100.0
CLASSIFIED SALARIES				
Classified Support Salaries	2200	0.00	0.00	0.0

Description Resource Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.09
Clerical, Technical and Office Salaries	2400	0.00	0.00	0.0
Other Classified Salaries	2900	0.00	0.00	0.0
TOTAL, CLASSIFIED SALARIES		0.00	0.00	0.0
EMPLOYEE BENEFITS				
STRS	3101-3102	0.00	0.00	0.0
PERS	3201-3202	0.00	0.00	0.0
OASDI/Medicare/Alternative	3301-3302	0.00	0.00	0.0
Health and Welfare Benefits	3401-3402	0.00	0.00	0.0
Unemployment Insurance	3501-3502	0.00	0.00	0.0
Workers' Compensation	3601-3602	0.00	0.00	0.0
OPEB, Allocated	3701-3702	0.00	0.00	0.0
OPEB, Active Employees	3751-3752	0.00	0.00	0.0
Other Employee Benefits	3901-3902	0.00	0.00	0.0
TOTAL, EMPLOYEE BENEFITS		0.00	0.00	0.0
BOOKS AND SUPPLIES				
Books and Other Reference Materials	4200	0.00	0.00	0.0
Materials and Supplies	4300	0.00	0.00	0.0
Noncapitalized Equipment	4400	0.00	0.00	0.0
TOTAL, BOOKS AND SUPPLIES		0.00	0.00	0.0
SERVICES AND OTHER OPERATING EXPENDITURES				
Subagreements for Services	5100	0.00	0.00	0.0
Travel and Conferences	5200	0.00	0.00	0.0
Insurance	5400-5450	0.00	0.00	0.0
Operations and Housekeeping Services	5500	0.00	0.00	0.0
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600	0.00	0.00	0.0
Transfers of Direct Costs	5710	0.00	0.00	0.0
Transfers of Direct Costs - Interfund	5750	0.00	0.00	0.0
Professional/Consulting Services and Operating Expenditures	5800	0.00	0.00	0.0
Communications	5900	0.00	0.00	0.0
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES		0.00	0.00	0.0
CAPITAL OUTLAY				
Land	6100	0.00	0.00	0.0
Land Improvements	6170	0.00	0.00	0.0
Buildings and Improvements of Buildings	6200	0.00	0.00	0.0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.0
Equipment	6400	0.00	0.00	0.0
Equipment Replacement	6500	0.00	0.00	0.0
Lease Assets	6600	0.00	0.00	0.0
Subscription Assets	6700	0.00	0.00	0.0
TOTAL, CAPITAL OUTLAY		0.00	0.00	0.0
OTHER OUTGO (excluding Transfers of Indirect Costs)				
Other Transfers Out				
All Other Transfers Out to All Others	7299	0.00	0.00	0.0
Debt Service				
Repay ment of State School Building Fund Aid - Proceeds from Bonds	7435	0.00	0.00	0.0
Debt Service - Interest	7438	0.00	0.00	0.0
Other Debt Service - Principal	7439	0.00	0.00	0.0
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)		0.00	0.00	0.0
TOTAL, EXPENDITURES		0.00	0.00	0.0
INTERFUND TRANSFERS				
INTERFUND TRANSFERS IN				
Other Authorized Interfund Transfers In	8919	0.00	0.00	0.0
(a) TOTAL, INTERFUND TRANSFERS IN		0.00	0.00	0.0
INTERFUND TRANSFERS OUT				
To: State School Building Fund/County School Facilities Fund	7613	0.00	0.00	0.0
Other Authorized Interfund Transfers Out	7619	0.00	0.00	0.0
(b) TOTAL, INTERFUND TRANSFERS OUT		0.00	0.00	0.0

Description	Resource Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

					E8ARTTXKC7(2023-24	
Description	Function Codes	Object Codes	2023-24 Unaudited 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	(395.00)	0.00	-100.0%	
5) TOTAL, REVENUES			(395.00)	0.00	-100.0%	
B. EXPENDITURES (Objects 1000-7999)						
1) Instruction	1000-1999		0.00	0.00	0.0%	
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%	
3) Pupil Services	3000-3999		0.00	0.00	0.0%	
4) Ancillary Services	4000-4999		0.00	0.00	0.0%	
5) Community Services	5000-5999		0.00	0.00	0.0%	
6) Enterprise	6000-6999		0.00	0.00	0.0%	
7) General Administration	7000-7999		0.00	0.00	0.0%	
8) Plant Services	8000-8999		0.00	0.00	0.0%	
		Except 7600-				
9) Other Outgo	9000-9999	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)			(395.00)	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)			(395.00)	0.00	-100.0%	
F. FUND BALANCE, RESERVES						
1) Beginning Fund Balance						
a) As of July 1 - Unaudited		9791	23,876.28	23,481.28	-1.7%	
b) Audit Adjustments		9793	0.00	0.00	0.0%	
c) As of July 1 - Audited (F1a + F1b)			23,876.28	23,481.28	-1.7%	
d) Other Restatements		9795	0.00	0.00	0.0%	
e) Adjusted Beginning Balance (F1c + F1d)			23,876.28	23,481.28	-1.7%	
2) Ending Balance, June 30 (E + F1e)			23,481.28	23,481.28	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		3140	0.00	0.00	0.0%	
		0750	0.00	0.00	0.00/	
Stabilization Arrangements  Other Commitments (by Recourse (Object)		9750	0.00	0.00	0.0%	
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%	
d) Assigned		0===				
Other Assignments (by Resource/Object)		9780	23,481.28	23,481.28	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%	

#### Unaudited Actuals Building Fund Exhibit: Restricted Balance Detail

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ResourceDescription2023-24 Unaudited Actuals2024-25 BudgetTotal, Restricted Balance0.000.00

Description	Because Order	Object C-d-	2023-24	2024-25	Percent
Description	Resource Codes	Object Codes	Unaudited Actuals	Budget	Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.09
2) Federal Revenue		8100-8299	0.00	0.00	0.09
3) Other State Revenue		8300-8599	0.00	0.00	0.09
4) Other Local Revenue		8600-8799	38,015.96	67,800.00	78.39
5) TOTAL, REVENUES			38,015.96	67,800.00	78.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.09
2) Classified Salaries		2000-2999	0.00	0.00	0.09
3) Employ ee 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	3,180.55	3,200.00	0.69
6) Capital Outlay		6000-6999	0.00	458,992.00	Ne
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
		7300-7399			
9) TOTAL, EXPENDITURES			3,180.55	462,192.00	14,431.89
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			34,835.41	(394,392.00)	-1,232.2
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0
b) Transfers Out		7600-7629	0.00	0.00	0.0
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0
b) Uses		7630-7699	0.00	0.00	0.0
3) Contributions		8980-8999	0.00	0.00	0.0
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			34,835.41	(394,392.00)	-1,232.29
F. FUND BALANCE, RESERVES				(33 ,33 33,	, .
Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	329,791.70	364,627.11	10.6
b) Audit Adjustments		9793	0.00	0.00	0.0
c) As of July 1 - Audited (F1a + F1b)		0.00	329,791.70	364,627.11	10.6
d) Other Restatements		9795	0.00	0.00	0.0
e) Adjusted Beginning Balance (F1c + F1d)		3730	329,791.70	364,627.11	10.6
2) Ending Balance, June 30 (E + F1e)			364,627.11	(29,764.89)	-108.2
Components of Ending Fund Balance			304,027.11	(29,704.09)	-100.2
a) Nonspendable		0711	0.00	0.00	0.00
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	364,627.11	0.00	-100.0
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	(29,764.89)	Ne
G. ASSETS					<u></u>
1) Cash					
a) in County Treasury		9110	316,193.61		
1) Fair Value Adjustment to Cash in County Treasury		9111	(5,228.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
, and the second of the second			1		

Description Resource	ce Codes Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
2) Investments	9150	0.00		
3) Accounts Receivable	9200	53,661.50		
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		364,627.11		
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	0000	0.00		
K. FUND EQUITY		0.00		
Ending Fund Balance, June 30 (must agree with line F2) (G10 + H2) - (I6 + J2)		364,627.11		
		304,027.11		
OTHER STATE REVENUE				
Tax Relief Subventions				
Restricted Levies - Other	0575	0.00	0.00	
Homeowners' Exemptions	8575	0.00	0.00	0.09
Other Subventions/In-Lieu Taxes	8576	0.00	0.00	0.09
All Other State Revenue	8590	0.00	0.00	0.09
TOTAL, OTHER STATE REVENUE		0.00	0.00	0.09
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	0.09
Supplemental Taxes	8618	0.00	0.00	0.09
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	(83,290.38)	2,800.00	-103.4
Net Increase (Decrease) in the Fair Value of Investments	8662	(5,228.00)	0.00	-100.0
Fees and Contracts	0002	(3,220.00)	0.00	-100.0
Mitigation/Developer Fees	8681	126,534.34	65,000.00	-48.6
Other Local Revenue	0001	120,004.34	05,000.00	-48.6
	2000	2.55	2.55	
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		38,015.96	67,800.00	78.3
TOTAL, REVENUES		38,015.96	67,800.00	78.3
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.

Description Reso	urce Codes Object Codes	2023-24 Unaudited 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	0.09
Other Classified Salaries	2900	0.00	0.00	0.09
TOTAL, CLASSIFIED SALARIES		0.00	0.00	0.09
EMPLOYEE BENEFITS				
STRS	3101-3102	0.00	0.00	0.09
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
Unemploy ment 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 Employees Other Employees	3901-3902	0.00	0.00	0.0
TOTAL, EMPLOYEE BENEFITS	3901-3902	0.00	0.00	
		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	3,180.55	3,200.00	0.6
Communications	5900	0.00	0.00	0.0
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES	3300	3,180.55	3,200.00	0.6
		3,100.33	3,200.00	0.0
CAPITAL OUTLAY	0400	0.00	0.00	0.00
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	458,992.00	Ne
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.0
Equipment	6400	0.00	0.00	0.0
Equipment Replacement	6500	0.00	0.00	0.0
Lease Assets	6600	0.00	0.00	0.0
Subscription Assets	6700	0.00	0.00	0.0
TOTAL, CAPITAL OUTLAY		0.00	458,992.00	Ne
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		3,180.55	462,192.00	14,431.8
INTERFUND TRANSFERS		5,100.55	702,102.00	17,751.0
INTERFUND TRANSFERS IN				
Other Authorized Interfund Transfers In	9010	0.00	0.00	0.0
	8919		0.00	
(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		1		

Description	Resource Codes	Object Codes	2023-24 Unaudited 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 Unaudited 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	38,015.96	67,800.00	78.3%
5) TOTAL, REVENUES			38,015.96	67,800.00	78.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		3,180.55	3,200.00	0.6%
8) Plant Services	8000-8999		0.00	458,992.00	Nev
		Except 7600-		,	
9) Other Outgo	9000-9999	7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			3,180.55	462,192.00	14,431.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			34,835.41	(394,392.00)	-1,232.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			34,835.41	(394,392.00)	-1,232.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	329,791.70	364,627.11	10.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			329,791.70	364,627.11	10.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			329,791.70	364,627.11	10.6%
2) Ending Balance, June 30 (E + F1e)			364,627.11	(29,764.89)	-108.2%
Components of Ending Fund Balance			,,,		
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9712	0.00	0.00	0.0%
All Others		9713 9719	0.00	0.00	0.0%
b) Restricted		9719	364,627.11	0.00	-100.0%
		9/40	304,027.11	0.00	-100.0%
c) Committed		0750	0.00	2.55	
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object) d) Assigned		9760	0.00	0.00	0.0%
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated		9/00	0.00	0.00	0.0%
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
		9799	0.00		0.09 Nev
Unassigned/Unappropriated Amount		9/90	0.00	(29,764.89)	IN 6

## Unaudited Actuals Capital Facilities Fund Exhibit: Restricted Balance Detail

52 71506 0000000 Form 25 E8ARYTXKC7(2023-24)

Resource	Description	2023-24 Unaudited Actuals	2024-25 Budget
9010	Other Restricted Local	364,627.11	0.00
Total, Restricted Balance		364,627.11	0.00

			2023-24	2024-25	Percent
Description	Resource Codes	Object Codes	Unaudited Actuals	Budget	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	162,636.27	35,000.00	-78.5%
5) TOTAL, REVENUES			162,636.27	35,000.00	-78.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.09
3) Employ ee Benefits		3000-3999	0.00	0.00	0.09
4) Books and Supplies		4000-4999	0.00	0.00	0.0
5) Services and Other Operating Expenditures		5000-5999	5,087.50	0.00	-100.00
6) Capital Outlay		6000-6999	17,100.00	4,130,603.00	24,055.69
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,			
7) Other Oatgo (excluding Transition of Transition Obsta)		7400-7499	0.00	0.00	0.0
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.09
9) TOTAL, EXPENDITURES			22,187.50	4,130,603.00	18,516.89
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			140,448.77	(4,095,603.00)	-3,016.19
D. OTHER FINANCING SOURCES/USES				(1,000,0000)	-,,,,,,,,,
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	0.09
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	0.09
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			140,448.77	(4,095,603.00)	-3,016.19
F. FUND BALANCE, RESERVES			,	(1,222,222.22)	-,,,,,,,,
Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,028,948.36	6,169,397.13	2.39
b) Audit Adjustments		9793	0.00	0.00	0.0
c) As of July 1 - Audited (F1a + F1b)		3730	6,028,948.36	6,169,397.13	2.3
d) Other Restatements		9795	0.00	0.00	0.0
e) Adjusted Beginning Balance (F1c + F1d)		3733	6,028,948.36	6,169,397.13	2.3
2) Ending Balance, June 30 (E + F1e)			6,169,397.13	2,073,794.13	-66.4
Components of Ending Fund Balance			0, 109,397.13	2,073,734.13	-00.4
a) Nonspendable					
		9711	0.00	0.00	0.0
Revolving Cash					
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	6,169,397.13	2,073,794.13	-66.49
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	6,273,502.13		
1) Fair Value Adjustment to Cash in County Treasury		9111	(103,735.00)		
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	Pasaurea Cadas	Object Codes	2023-24	2024-25 Budget	Percent
Description	Resource Codes	Object Codes	Unaudited Actuals	Budget	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			6,169,767.13		
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	370.00		
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			370.00		
J. DEFERRED INFLOWS OF RESOURCES					
Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS		3030	0.00		
			0.00		
K. FUND EQUITY			0.400.007.40		
Ending Fund Balance, June 30 (must agree with line F2) (G10 + H2) - (I6 + J2)			6,169,397.13		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
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	266,371.27	35,000.00	-86.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	(103,735.00)	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			162,636.27	35,000.00	-78.5%
TOTAL, REVENUES			162,636.27	35,000.00	-78.5%
CLASSIFIED SALARIES			102,000.21	00,000.00	70.07
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	0.09
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 Unaudited 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%
		5800	5,087.50	0.00	-100.0%
Professional/Consulting Services and Operating Expenditures		5900	0.00	0.00	0.0%
Communications		5900			
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,087.50	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	17,100.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	0.00	4,130,603.00	New
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			17,100.00	4,130,603.00	24,055.6%
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			22,187.50	4,130,603.00	18,516.8%
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		5555	3.30	3.30	0.070
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds		5505	5.00	0.00	0.076
		0074	0.00	2.22	0.007
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%

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Description	Resource Codes	Object Codes	2023-24 Unaudited 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%

			2023-24	2024-25	Percent
Description	Function Codes	Object Codes	Unaudited Actuals	Budget	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	162,636.27	35,000.00	-78.5%
5) TOTAL, REVENUES			162,636.27	35,000.00	-78.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		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		22,187.50	4,130,603.00	18,516.8%
9) Other Outgo	9000-9999	Except 7600-			
9) Other Outgo	9000-9999	7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			22,187.50	4,130,603.00	18,516.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B10)			140,448.77	(4,095,603.00)	-3,016.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			140,448.77	(4,095,603.00)	-3,016.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,028,948.36	6,169,397.13	2.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,028,948.36	6,169,397.13	2.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,028,948.36	6,169,397.13	2.3%
2) Ending Balance, June 30 (E + F1e)			6,169,397.13	2,073,794.13	-66.4%
Components of Ending Fund Balance			.,,	,,,,,,	
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9712	0.00	0.00	0.0%
All Others		9713 9719	0.00	0.00	0.0%
b) Restricted		9719	6,169,397.13	2,073,794.13	-66.4%
c) Committed		9/40	0, 109,397.13	2,073,794.13	-00.4%
		0750	0.00	0.00	0.0%
Stabilization Arrangements  Other Commitments (by December (Object))		9750	0.00	0.00	
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned		0===			
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	0.09

## Unaudited Actuals County School Facilities Fund Exhibit: Restricted Balance Detail

52 71506 0000000 Form 35 E8ARYTXKC7(2023-24)

Resource	Description	2023-24 Unaudited Actuals	2024-25 Budget
7710	State School Facilities Projects	6,169,397.13	2,073,794.13
Total, Restricted Balance		6,169,397.13	2,073,794.13

					E8ARYTXKC7(2023-24	
Description	Resource Codes	Object Codes	2023-24 Unaudited 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	0.09	
3) Other State Revenue		8300-8599	2,903.54	0.00	-100.09	
4) Other Local Revenue		8600-8799	322,154.68	345,450.00	7.29	
5) TOTAL, REVENUES			325,058.22	345,450.00	6.3%	
B. EXPENDITURES						
1) Certificated Salaries		1000-1999	0.00	0.00	0.09	
2) Classified Salaries		2000-2999	0.00	0.00	0.09	
3) Employ ee Benefits		3000-3999	0.00	0.00	0.09	
4) Books and Supplies		4000-4999	0.00	0.00	0.09	
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	450,925.02	343,200.00	-23.9	
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0	
9) TOTAL, EXPENDITURES			450,925.02	343,200.00	-23.9	
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(125,866.80)	2,250.00	-101.8	
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)			(125,866.80)	2,250.00	-101.89	
F. FUND BALANCE, RESERVES			(120,000.00)	2,200.00	101.0	
1) Beginning Fund Balance						
		0704	317 359 07	101 201 27	-39.7	
a) As of July 1 - Unaudited		9791	317,258.07	191,391.27		
b) Audit Adjustments		9793	0.00	0.00	0.0	
c) As of July 1 - Audited (F1a + F1b)			317,258.07	191,391.27	-39.7	
d) Other Restatements		9795	0.00	0.00	0.0	
e) Adjusted Beginning Balance (F1c + F1d)			317,258.07	191,391.27	-39.7	
2) Ending Balance, June 30 (E + F1e)			191,391.27	193,641.27	1.2	
Components of Ending Fund Balance						
a) Nonspendable						
Rev olv ing 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	191,391.27	193,641.27	1.2	
e) Unassigned/Unappropriated						
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0	
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0	
G. ASSETS		·	1.77			
1) Cash						
a) in County Treasury		9110	194,609.27			
-		9111	(3,218.00)			
Fair Value Adjustment to Cash in County Treasury			1 (5,2,2,2,0)			
Fair Value Adjustment to Cash in County Treasury     in Banks		9120	0.00	I		
b) in Banks		9120 9130	0.00			
		9120 9130 9135	0.00 0.00 0.00			

Description	Resource Codes	Object Codes	2023-24 Unaudited 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			191,391.27		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G10 + H2) - (I6 + J2)			191,391.27		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.09
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	2,903.54	0.00	-100.09
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.09
TOTAL, OTHER STATE REVENUE			2,903.54	0.00	-100.09
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	296,320.71	343,200.00	15.89
Unsecured Roll		8612	18,396.07	0.00	-100.09
Prior Years' Taxes		8613	617.99	0.00	-100.09
Supplemental Taxes		8614	6,694.66	0.00	-100.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.09
Interest		8660	3,343.25	2,250.00	-32.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	(3,218.00)	0.00	-100.09
Other Local Revenue			(3, 333,		
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.09
TOTAL, OTHER LOCAL REVENUE		2.00	322,154.68	345,450.00	7.29
TOTAL, REVENUES			325,058.22	345,450.00	6.39
OTHER OUTGO (excluding Transfers of Indirect Costs)			525,000.22	3.3,400.00	3.3
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.09
Bond Interest and Other Service Charges		7434	0.00	0.00	0.09
Debt Service - Interest		7434	325,925.02	323,200.00	-0.8
		7438 7439	125,000.00	20,000.00	-84.0
Other Debt Service - Principal  TOTAL OTHER OUTCO (evaluding Transfers of Indirect Costs)		1438			
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			450,925.02	343,200.00	-23.99
TOTAL, EXPENDITURES			450,925.02	343,200.00	-23.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN			I .		

# Unaudited Actuals Bond Interest and Redemption Fund Expenditures by Object

52 71506 0000000 Form 51 E8ARYTXKC7(2023-24)

Description	Resource Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

			2023-24	2024-25	Percent
Description	Function Codes	Object Codes	Unaudited Actuals	Budget	Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	2,903.54	0.00	-100.0%
4) Other Local Revenue		8600-8799	322,154.68	345,450.00	7.2%
5) TOTAL, REVENUES			325,058.22	345,450.00	6.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-			
	3000 3333	7699	450,925.02	343,200.00	-23.9%
10) TOTAL, EXPENDITURES			450,925.02	343,200.00	-23.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(125,866.80)	2,250.00	-101.8%
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)			(125,866.80)	2,250.00	-101.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	317,258.07	191,391.27	-39.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			317,258.07	191,391.27	-39.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			317,258.07	191,391.27	-39.7%
2) Ending Balance, June 30 (E + F1e)			191,391.27	193,641.27	1.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed			3.00	1.00	3.670
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned		5.55	0.30	3.50	3.076
a, nongrou					
		9790	101 201 27		
Other Assignments (by Resource/Object)		9780	191,391.27	193,641.27	1.2%
		9780 9789	191,391.27	193,641.27	0.0%

## Unaudited Actuals Bond Interest and Redemption Fund Exhibit: Restricted Balance Detail

52 71506 0000000 Form 51 E8ARYTXKC7(2023-24)

ResourceDescription2023-24 Unaudited Actuals2024-25 BudgetTotal, Restricted Balance0.000.00

					E8ARYTXKC7(2023-2
Description	Resource Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.09
2) Federal Revenue		8100-8299	0.00	0.00	0.09
3) Other State Revenue		8300-8599	0.00	0.00	0.0
4) Other Local Revenue		8600-8799	13,367.58	40.00	-99.79
5) TOTAL, REVENUES			13,367.58	40.00	-99.7
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0
2) Classified Salaries		2000-2999	0.00	0.00	0.0
3) Employ ee Benefits		3000-3999	0.00	0.00	0.0
4) Books and Supplies		4000-4999	0.00	0.00	0.0
5) Services and Other Operating Expenses		5000-5999	15,250.00	21,334.00	39.9
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0
		7100-7299,			
7) Other Outgo (excluding Transfers of Indirect Costs)		7400-7499	0.00	0.00	0.0
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0
9) TOTAL, EXPENSES			15,250.00	21,334.00	39.9
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER					
FINANCING SOURCES AND USES (A5 - B9)			(1,882.42)	(21,294.00)	1,031.2
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0
b) Transfers Out		7600-7629	0.00	0.00	0.0
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0
b) Uses		7630-7699	0.00	0.00	0.0
3) Contributions		8980-8999	0.00	0.00	0.0
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(1,882.42)	(21,294.00)	1,031.2
F. NET POSITION			(1,11111)	(= :,== :::=)	.,,,,,,
Beginning Net Position					
		9791	196,481.96	194,599.54	-1.0
a) As of July 1 - Unaudited		9793			
b) Audit Adjustments		9793	0.00	0.00	0.0
c) As of July 1 - Audited (F1a + F1b)		0705	196,481.96	194,599.54	-1.0
d) Other Restatements		9795	0.00	0.00	0.0
e) Adjusted Beginning Net Position (F1c + F1d)			196,481.96	194,599.54	-1.0
2) Ending Net Position, June 30 (E + F1e)			194,599.54	173,305.54	-10.9
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0
b) Restricted Net Position		9797	194,599.54	173,305.54	-10.9
c) Unrestricted Net Position		9790	0.00	0.00	0.0
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,925.87		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	27,101.13		
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	165,572.54		
3) Accounts Receivable		9200	0.00		
Due from Grantor Gov ernment		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
			0.00		
7) Prepaid Expenditures		9330			
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		2
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS		0470	194,599.54		
H. DEFERRED OUTFLOWS OF RESOURCES			104,000.04		
Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS		0400	0.00		
I. LIABILITIES			0.00		
1) Accounts Payable		9500	0.00		
Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	5.00		
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities		9030	0.00		
· · · · ·		9660	0.00		
a) Subscription Liability		9663			
b) Net Pension Liability		9664	0.00		
c) Total/Net OPEB Liability					
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Pay able		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (must agree with line F2) (G11 + H2) - (I7 + J2)			194,599.54		
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	5,302.01	40.00	-99.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	8,065.57	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			13,367.58	40.00	-99.7%
TOTAL, REVENUES			13,367.58	40.00	-99.7%
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	0.09
Other Certificated Salaries		1900	0.00	0.00	0.09
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.09
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%

Description Resource Code	es Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
Other Classified Salaries	2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES	2000	0.00	0.00	0.0%
EMPLOYEE BENEFITS		0.00	0.00	0.070
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%
Unemploy ment Insurance	3501-3502	0.00	0.00	0.0%
Workers' Compensation	3601-3602	0.00	0.00	0.0%
OPEB, Allocated	3701-3702	0.00	0.00	0.0%
OPEB, Active Employees	3751-3752	0.00	0.00	0.0%
Other Employee Benefits	3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS		0.00	0.00	0.0%
BOOKS AND SUPPLIES				
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.0%
Books and Other Reference Materials	4200	0.00	0.00	0.0%
Materials and Supplies	4300	0.00	0.00	0.0%
Noncapitalized Equipment	4400	0.00	0.00	0.0%
Food	4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES		0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES		0.00	0.00	0.070
Subagreements for Services	5100	0.00	0.00	0.0%
Travel and Conferences	5200	0.00	0.00	0.0%
Dues and Memberships	5300	0.00	0.00	0.0%
	5400-5450	0.00	0.00	0.0%
Insurance Operations and Housekooping Services	5500	0.00	0.00	0.0%
Operations and Housekeeping Services	5600	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements  Transfers of Direct Costs	5710	0.00	0.00	0.0%
	5750	0.00		0.0%
Transfers of Direct Costs - Interfund	5750	0.00	0.00	0.0%
Professional/Consulting Services and	5800	15,250.00	21,334.00	39.9%
Operating Expenditures  Communications	5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES	5900	15,250.00	21,334.00	39.9%
DEPRECIATION AND AMORTIZATION		15,250.00	21,334.00	39.970
	6000	0.00	0.00	0.00/
Depreciation Expense	6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets	6910	0.00	0.00	
Amortization Expense-Subscription Assets	6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION		0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)	7000			0.00
All Other Transfers Out to All Others	7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)		0.00	0.00	0.0%
TOTAL, EXPENSES		15,250.00	21,334.00	39.9%
INTERFUND TRANSFERS				
INTERFUND TRANSFERS IN				
Other Authorized Interfund Transfers In	8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN		0.00	0.00	0.0%
OTHER SOURCES/USES				
SOURCES				
Other Sources				
Transfers from Funds of Lapsed/Reorganized LEAs	8965	0.00	0.00	0.0%
All Other Financing Sources	8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES		0.00	0.00	0.0%
USES				
Transfers of Funds from Lapsed/Reorganized LEAs	7651	0.00	0.00	0.0%
All Other Financing Uses	7699	0.00	0.00	0.0%
(d) TOTAL, USES		0.00	0.00	0.0%
CONTRIBUTIONS				
Contributions from Unrestricted Revenues	8980	0.00	0.00	0.0%
Contributions from Restricted Revenues	8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS		0.00	0.00	0.0%

# Unaudited Actuals Foundation Private-Purpose Trust Fund Expenses by Object

52 71506 0000000 Form 73 E8ARYTXKC7(2023-24)

Description	Resource Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference	
TOTAL, OTHER FINANCING SOURCES/USES						
(a + c - d + e)			0.00	0.00	0.0%	

Description	Function Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	13,367.58	40.00	-99.7%
5) TOTAL, REVENUES			13,367.58	40.00	-99.7%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		15,250.00	21,334.00	39.9%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600- 7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			15,250.00	21,334.00	39.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(1,882.42)	(21,294.00)	1,031.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(1,882.42)	(21,294.00)	1,031.2%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	196,481.96	194,599.54	-1.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			196,481.96	194,599.54	-1.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			196,481.96	194,599.54	-1.0%
2) Ending Net Position, June 30 (E + F1e)			194,599.54	173,305.54	-10.9%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	194,599.54	173,305.54	-10.9%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

## Unaudited Actuals Foundation Private-Purpose Trust Fund Exhibit: Restricted Net Position Detail

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Resource	Description	2023-24 Unaudited Actuals	2024-25 Budget
9010	Other Restricted Local	194,599.54	173,305.54
Total, Restricted Net Position		194,599.54	173,305.54

	2023	3-24 Unaudited Actu	ıals		2024-25 Budget	
Description	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)	975.41	969.17	1,031.02	968.00	968.00	1,015.06
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)	975.41	969.17	1,031.02	968.00	968.00	1,015.06
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	5.84	5.96	5.84	3.35	3.35	3.35
c. Special Education-NPS/LCI						
d. Special Education Extended Year	.30	.30	.30	.17	.17	.17
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)	6.14	6.26	6.14	3.52	3.52	3.52
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	981.55	975.43	1,037.16	971.52	971.52	1,018.58
7. Adults in Correctional Facilities						
Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

	202	3-24 Unaudited Actu	ıals		2024-25 Budget	
Description	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)						

	202	3-24 Unaudited Actu	ials	2024-25 Budget				
Description	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 the	eir Fund 01, 09, or 62	use this worksheet to	report ADA for those	charter schools.				
Charter schools reporting SACS financial data separately from their	r authorizing LEAs in F	und 01 or Fund 62 us	se this worksheet to re	eport their ADA.				
FUND 01: Charter School ADA corresponding to SACS financia	l data reported in Fu	ınd 01.						
1. Total Charter School Regular ADA								
2. Charter School County Program Alternative Education ADA								
a. County Group Home and Institution Pupils								
b. Juvenile Halls, Homes, and Camps								
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]								
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00		
3. Charter School Funded County Program ADA								
a. County Community Schools								
b. Special Education-Special Day Class								
c. Special Education-NPS/LCI								
d. Special Education Extended Year								
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools								
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00		
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00		
FUND 09 or 62: Charter School ADA corresponding to SACS fir	ancial data reported	l in Fund 09 or Fun	d 62.					
5. Total Charter School Regular ADA								
6. Charter School County Program Alternative Education ADA								
a. County Group Home and Institution Pupils								
b. Juvenile Halls, Homes, and Camps								
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]								
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00		
7. Charter School Funded County Program ADA								
a. County Community Schools								
b. Special Education-Special Day Class								
c. Special Education-NPS/LCI								
d. Special Education Extended Year								
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools								
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00		
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00		
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00		

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land	357,500.00		357,500.00			357,500.00
Work in Progress	1,725,465.44	(148,914.44)	1,576,551.00			1,576,551.00
Total capital assets not being depreciated	2,082,965.44	(148,914.44)	1,934,051.00	0.00	0.00	1,934,051.00
Capital assets being depreciated:						
Land Improvements	5,511,534.00	437,093.00	5,948,627.00	688,825.60		6,637,452.60
Buildings	28,048,923.00	(247,192.00)	27,801,731.00	87,276.52		27,889,007.52
Equipment	3,012,893.74	(40,986.74)	2,971,907.00	209,436.99		3,181,343.99
Total capital assets being depreciated	36,573,350.74	148,914.26	36,722,265.00	985,539.11	0.00	37,707,804.11
Accumulated Depreciation for:						
Land Improvements	(2,188,804.00)	(3,956.00)	(2,192,760.00)	(138,904.00)		(2,331,664.00)
Buildings	(11,492,804.61)	(830,585.39)	(12,323,390.00)	(671,037.00)		(12,994,427.00)
Equipment	(1,537,586.58)	(109,018.42)	(1,646,605.00)	(149,458.00)		(1,796,063.00)
Total accumulated depreciation	(15,219,195.19)	(943,559.81)	(16,162,755.00)	(959,399.00)	0.00	(17,122,154.00)
Total capital assets being depreciated, net excluding lease and subscription assets	21,354,155.55	(794,645.55)	20,559,510.00	26,140.11	0.00	20,585,650.11
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	23,437,120.99	(943,559.99)	22,493,561.00	26,140.11	0.00	22,519,701.11
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			0.0
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

#### Unaudited Actuals 2023-24 Unaudited Actuals GENERAL FUND

Current Expense Formula/Minimum Classroom Compensation

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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	7,166,884.40	301	0.00	303	7,166,884.40	305	0.00		307	7,166,884.40	309
2000 - Classified Salaries	3,754,283.33	311	1,402.97	313	3,752,880.36	315	491,251.41		317	3,261,628.95	319
3000 - Employ ee Benefits	5,130,243.35	321	127,047.67	323	5,003,195.68	325	209,339.68		327	4,793,856.00	329
4000 - Books, Supplies Equip Replace. (6500)	1,018,072.57	331	4,544.39	333	1,013,528.18	335	436,215.57		337	577,312.61	339
5000 - Services & 7300 - Indirect Costs	1,776,128.55	341	292,251.80	343	1,483,876.75	345	(303,259.14)		347	1,787,135.89	349
				TOTAL	18,420,365.37	365			TOTAL	17,586,817.85	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		EI N
1. Teacher Salaries as Per EC 41011	1100	5,505,319.35	3
2. Salaries of Instructional Aides Per EC 41011	2100	768,927.23	38
3. STRS	3101 & 3102		3
		1,319,786.10	-
4. PERS	3201 & 3202	262,546.62	3
5. OASDI - Regular, Medicare and Alternative	3301 & 3302		-   3
	3301 & 3302	155,505.26	_  `
6. Health & Welfare Benefits (EC 41372)			
(Include Health, Dental, Vision, Pharmaceutical, and			
Annuity Plans)	3401 & 3402	896,626.17	. з
7. Unemployment Insurance	3501 & 3502	3,048.62	3
8. Workers' Compensation Insurance	3601 & 3602	181,466.48	3
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10. Other Benefits (EC 22310)			۱ ء
	3901 & 3902	0.00	] `
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		9,093,225.83	3
40 Long Tools and half of soil Ald Only in and		9,093,225.63	-
12. Less: Teacher and Instructional Aide Salaries and			
Benefits deducted in Column 2		0.00	
13a. Less: Teacher and Instructional Aide Salaries and			1
Benefits (other than Lottery ) deducted in Column 4a (Extracted)		8,324.34	3
b. Less: Teacher and Instructional Aide Salaries and		0,024.04	-
Benefits (other than Lottery ) deducted in Column 4b (Overrides)*			
14. TOTAL SALARIES AND BENEFITS.			1
		9,084,901.49	3
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		51.66%	
16. District is exempt from EC 41372 because it meets the provisions			1
of EC 41374. (If exempt, enter 'X')			

# Unaudited Actuals 2023-24 Unaudited Actuals GENERAL FUND Current Expense Formula/Minimum Classroom Compensation

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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 prov	isions of EC 41374.	
1. Minimum percentage required (60% elementary , 55% unified, 50% high)		
	50.00%	
2. Percentage spent by this district (Part II, Line 15)		
	51.66%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).		
	17,586,817.85	
5. Deficiency Amount (Part III, Line 3 times Line 4)		
	0.00	
PART IV: Explanation for adjustments entered in Part I, Column 4b (required)		

## Unaudited Actuals 2023-24 Unaudited 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	8,120,176.00		8,120,176.00		145,765.00	7,974,411.00	40,765.00
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	2,147,009.00	(314,217.00)	1,832,792.00		173,481.00	1,659,311.00	194,596.00
Net Pension Liability	8,025,172.00	5,005,301.00	13,030,473.00			13,030,473.00	
Total/Net OPEB Liability	2,164,185.00	139,056.00	2,303,241.00			2,303,241.00	
Compensated Absences Payable	54,426.00	(16,036.00)	38,390.00			38,390.00	
Subscription Liability			0.00			0.00	
Gov ernmental activities long-term liabilities	20,510,968.00	4,814,104.00	25,325,072.00	0.00	319,246.00	25,005,826.00	235,361.00
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

### Unaudited Actuals 2023-24 Unaudited Actuals Every Student Succeeds Act Maintenance of Effort Expenditures

L	Fund	ds 01, 09, and 62		2023-24
Section I - Expenditures	Goals	Functions	Objects	Expenditures
A. Total state, federal, and local expenditures (all resources)	All	All	1000- 7999	20,279,104.36
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000- 7999	1,870,778.84
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	875,058.40
3. Debt Service	All	9100	5400- 5450, 5800, 7430- 7439	202,530.45
4. Other Transfers Out	All	9200	7200- 7299	244,023.00
5. Interfund Transfers Out	All	9300	7600- 7629	70,000.00
		9100	7699	
6. All Other Financing Uses	All	9200	7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000- 7999	292,251.80
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00

### Unaudited Actuals 2023-24 Unaudited Actuals Every Student Succeeds Act Maintenance of Effort Expenditures

	_	xpenultures		
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include	de expenditures in lines B, C1-C8, D1, or D2.		0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				1,683,863.65
D. Plus additional MOE expenditures:			1000- 7143, 7300- 7439	1,000,000.00
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	minus 8000- 8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must no	ot include expenditures in lines A or D1.		0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				16,724,461.87
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)				975.43
B. Expenditures per ADA (Line I.E divided by Line II.A)				17,145.73

### Unaudited Actuals 2023-24 Unaudited Actuals Every Student Succeeds Act Maintenance of Effort Expenditures

	Expenditures	
Section III -		
MOE		
Calculation		
(For data		
collection	Total	Per ADA
only. Final		
determination		
will be done		
by CDE)		
A. Base		
expenditures		
(Preloaded		
expenditures		
from prior y ear		
official CDE		
MOE		
calculation).		
(Note: If the		
prior y ear MOE		
was not met,		
CDE has		
adjusted the		
prior y ear base		
to 90 percent		
of the		
preceding prior		
y ear amount		
rather than the		
actual prior		
y ear		
expenditure		
amount.)	13,390,766.99	13,062.25
amount.)	13,390,700.99	13,002.23
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)	13,390,766.99	13,062.25
B. Required		
effort (Line A.2		, . <del>.</del> .
times 90%)	12,051,690.29	11,756.03
C. Current		
y ear		
expenditures		
(Line I.E and		
Line II.B)	16,724,461.87	17,145.73
D. MOE		
deficiency		
amount, if any		
(Line B minus		
Line C) (If		
negative, then		
zero)	0.00	0.00

Corning Union High Tehama County

### Unaudited Actuals 2023-24 Unaudited Actuals Every Student Succeeds Act Maintenance of Effort Expenditures

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E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2025-26 may be reduced by the lower of the two		
percentages)	0.00%	0.00%
SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

			2023-24 Calculations			2024-25 Calculations	
		Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIC	DR YEAR DATA		2022-23 Actual			2023-24 Actual	
Actu	al Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE						
			ı	ı			
1.	. FINAL PRIOR YEAR APPROPRIATIONS LIMIT						
	(Preload/Line D11, PY column)	9,658,014.29		9,658,014.29			9,585,514.67
2.	PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	1,032.91		1,032.91			981.55
ADJ	USTMENTS TO PRIOR YEAR LIMIT	Ad	justments to 2022	2-23	Ad	justments to 202	3-24
3.	District Lapses, Reorganizations and Other Transfers						
4.	. Temporary Voter Approved Increases						
5.	Less: Lapses of Voter Approved Increases						
6.	TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT						
	(Lines A3 plus A4 minus A5)			0.00			0.00
_							
7.	ADJUSTMENTS TO PRIOR YEAR ADA						
	(Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CUR	RRENT YEAR GANN ADA		2023-24 P2 Repor	t	2	024-25 P2 Estima	te
	udited actuals data should tie to Principal Apportionment Data Collection attendance reports and include ADA for charter pols reporting with the district						
1.	. Total K-12 ADA (Form A, Line A6)	981.55		981.55	971.52		971.52
2.	. Total Charter Schools ADA (Form A, Line C9)	0.00		0.00	0.00		0.00
3.	TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)		•	981.55			971.52
C. CUR	RENT YEAR LOCAL PROCEEDS OF TAXES/STATE		2023-24 Actual			2024-25 Budget	
AID	RECEIVED						
TAXE	ES AND SUBVENTIONS (Funds 01, 09, and 62)						
1.	. Homeowners' Exemption (Object 8021)	36,743.54		36,743.54	18,372.00		18,372.00
2.	. Timber Yield Tax (Object 8022)	5,796.80		5,796.80	2,593.00		2,593.00
3.	Other Subventions/In-Lieu Taxes (Object 8029)	0.00		0.00	0.00		0.00
4.	. Secured Roll Taxes (Object 8041)	3,252,723.04		3,252,723.04	3,365,813.00		3,365,813.00
5.	. Unsecured Roll Taxes (Object 8042)	166,285.46		166,285.46	161,505.00		161,505.00
6.	Prior Years' Taxes (Object 8043)	6,520.55		6,520.55	4,255.00		4,255.00
7	. Supplemental Taxes (Object 8044)	42,045.97		42,045.97	18,116.00		18,116.00

			2023-24 Calculations			2024-25 Calculations		
		Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals	
8.	Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	(69,060.81)		(69,060.81)	0.00		0.0	
9.	Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.0	
10.	Other In-Lieu Taxes (Object 8082)	562.68		562.68	222.00		222.0	
11.	Comm. Redevelopment Funds (objects 8047 & 8625)	0.00		0.00	0.00		0.0	
12.	Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.0	
13.	Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.0	
14.	Penalties and Int. from Delinquent Non-LCFF							
	Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.0	
15.	Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)							
16.	TOTAL TAXES AND SUBVENTIONS							
	(Lines C1 through C15)	3,441,617.23	0.00	3,441,617.23	3,570,876.00	0.00	3,570,876.0	
OTHER	R LOCAL REVENUES (Funds 01, 09, and 62)							
17.	To General Fund from Bond Interest and Redemption							
	Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.0	
18.	TOTAL LOCAL PROCEEDS OF TAXES							
	(Lines C16 plus C17)	3,441,617.23	0.00	3,441,617.23	3,570,876.00	0.00	3,570,876.0	
EXCL	UDED APPROPRIATIONS							
19a.	Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			149,471.63			150,793.0	
19b.	Qualified Capital Outlay Projects							
19c.	Routine Restricted Maintenance Account (Fund 01, Resource 8150, Objects 8900-8999)	918,537.55		918,537.55	1,019,475.00		1,019,475.0	
OTHER	REXCLUSIONS							
20.	Americans with Disabilities Act							
21.	Unreimbursed Court Mandated Desegregation Costs							
22.	Other Unfunded Court-ordered or Federal Mandates							
23.	TOTAL EXCLUSIONS (Lines C19 through C22)	918,537.55	0.00	1,068,009.18	1,019,475.00	0.00	1,170,268.0	
STATE	E AID RECEIVED (Funds 01, 09, and 62)							
24.	LCFF - CY (objects 8011 and 8012)	13,643,376.00		13,643,376.00	13,655,052.00		13,655,052.0	
25.	LCFF/Rev enue Limit State Aid - Prior Years (Object 8019)	(15,328.00)		(15,328.00)	0.00		0.0	
26.	TOTAL STATE AID RECEIVED							
	(Lines C24 plus C25)	13,628,048.00	0.00	13,628,048.00	13,655,052.00	0.00	13,655,052.0	
DATA	FOR INTEREST CALCULATION							
27.	Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	21,397,536.23		21,397,536.23	22,505,118.00		22,505,118.0	

		2023-24 Calculations			2024-25 Calculations	
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
28. Total Interest and Return on Investments						
(Funds 01, 09, and 62; objects 8660 and 8662)	111,834.02		111,834.02	275,000.00		275,000.00
D. APPROPRIATIONS LIMIT CALCULATIONS		2023-24 Actual			2024-25 Budget	
PRELIMINARY APPROPRIATIONS LIMIT						
Revised Prior Year Program Limit (Lines A1 plus A6)			9,658,014.29			9,585,514.67
2. Inflation Adjustment			1.0444			1.0362
3. Program Population Adjustment (Lines B3 divided						
by [A2 plus A7]) (Round to four decimal places)			0.9503			0.9898
4. PRELIMINARY APPROPRIATIONS LIMIT						
(Lines D1 times D2 times D3)			9,585,514.67			9,831,198.70
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			3,441,617.23			3,570,876.00
6. Preliminary State Aid Calculation						
Minimum State Aid in Local Limit (Greater of \$120 times Line B3 or \$2,400; but not greater than Line C26 or less than zero)			117,786.00			116,582.40
Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			7,211,906.62			7,430,590.70
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			7,211,906.62			7,430,590.70
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			55,973.08			136,094.79
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			3,497,590.31			3,706,970.79
State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)			7,155,933.54			7,294,495.91
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			3,497,590.31			
b. State Subventions (Line D8)			7,155,933.54			
c. Less: Excluded Appropriations (Line C23)			1,068,009.18			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT						
(Lines D9a plus D9b minus D9c)			9,585,514.67			
10. Adjustments to the Limit Per						
Government Code Section 7902.1						
(Line D9d minus D4)			0.00			
SUMMARY		2023-24 Actual			2024-25 Budget	
11. Adjusted Appropriations Limit						

		2023-24 Calculations		2024-25 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
(Lines D4 plus D10)			9,585,514.67			9,831,198.70
12. Appropriations Subject to the Limit						
(Line D9d)			9,585,514.67			
"* Please provide below an explanation for each entry in the adjustments column."						
Diana Davisson	ddavisson@co	orninghs.org		530-824-8002		
Gann Contact Person	Contact Email	Address		Contact Phone	Number	

0

Part I - Cond	oral Administ	rativa Shara	of Plant Sorv	icae Caete

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

 Salaries and benefits paid through pay roll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702) (Functions 7200-7700, goals 0000 and 9000)

978,550.57

- 2. Contracted general administrative positions not paid through payroll
  - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800.

0.00

0.00

b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

### B. Salaries and Benefits - All Other Activities

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)

14.945.961.87

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)

6.55%

### Part II - Adjustments for Employment Separation Costs

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

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

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

### A. Normal Separation Costs (optional)

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

0.00

### B. Abnormal or Mass Separation Costs (required)

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

0.00

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

### A. Indirect Costs

 Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)

1,375,131.87

2. Centralized Data Processing, less portion charged to restricted resources or specific goals

(Function 7700, objects 1000-5999, minus Line B10)

0.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	23,100.00
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)	174,353.81
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)	117.90
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)	1,572,703.58
9. Carry-Forward Adjustment (Part IV, Line F)	349,011.54
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	1,921,715.11
3. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	10,509,921.06
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	1,260,302.51
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	2,002,961.14
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	642,768.49
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)	341,372.58
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only)	
(Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600,	
resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	8,408.37
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)	2,487,536.37
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)	1,682.10
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)	489,229.24
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	133,407.23
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)	505,561.54
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	129,175.00
	18,512,325.63
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	,,
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)  C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	8.50%
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)  C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment  (For information only - not for use when claiming/recovering indirect costs)	8.50%
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)  C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment  (For information only - not for use when claiming/recovering indirect costs)  (Line A8 divided by Line B19)	8.50%

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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

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the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the	
approv ed 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)	1,572,703.58
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	(140,720.99)
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 (5.85%) times Part III, Line B19); zero if negative	349,011.54
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of	
(approved indirect cost rate (5.85%) times Part III, Line B19) or (the highest rate used to	
recover costs from any program (5.85%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	349,011.54
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	
The state of the s	
	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if	1
	349,011.54

### Unaudited Actuals 2023-24 Unaudited Actuals Exhibit A: Indirect Cost Rates Charged to Programs

Approv ed indirect cost rate:	5.85%
Highest	
rate used	
in any	
program:	5.85%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2010	200 000 00	10 100 00	E 0E0/
	3010	309,896.08	18,128.92	5.85%
01	3182	60,281.26	655.00	1.09%
01	3227	249,344.82	5,155.18	2.07%
01	3310	933,709.99	54,622.03	5.85%
01	4035	43,463.39	2,542.61	5.85%
01	4124	24,104.34	895.66	3.72%
01	4126	83,698.63	4,896.37	5.85%
01	4203	37,980.69	2,221.87	5.85%
01	6388	59,340.22	3,471.40	5.85%
01	6500	655,782.54	38,363.29	5.85%
01	6520	54,743.00	3,202.00	5.85%
01	7412	101,694.11	5,949.11	5.85%
01	7413	46,591.75	2,725.62	5.85%
01	9010	327,739.47	10,327.98	3.15%
13	5310	404,883.62	23,685.69	5.85%

### Unaudited Actuals 2023-24 Unaudited 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					
Adjusted Beginning Fund Balance	9791-9795	77,197.98		153,727.49	230,925.47
2. State Lottery Revenue	8560	233,390.34		121,370.53	354,760.87
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
Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		310,588.32	0.00	275,098.02	585,686.34
B. EXPENDITURES AND OTHER FINANCING USES					
Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employ ee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	66,067.43		75,516.12	141,583.55
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	168,613.27			168,613.27
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 )		234,680.70	0.00	75,516.12	310,196.82
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	75,907.62	0.00	199,581.90	275,489.52

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.

<sup>\*</sup>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.

### Unaudited Actuals 2023-24 General Fund and Charter Schools Funds Program Cost Report

	1 Togram oost report						<u> </u>
			Direct Costs				
Goal	Program/Activity	Direct Charged (Schedule DCC) Column 1	Allocated (Schedule AC) Column 2	Subtotal (col. 1 + 2) Column 3	Central Admin Costs (col. 3 x Sch. CAC line E) Column 4	Other Costs (Schedule OC) Column 5	Total Costs by Program (col. 3 + 4 + 5) Column 6
Instructional Goals							
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00		0.00
1110	Regular Education, K–12	6,434,114.39	3,248,412.99	9,682,527.38	922,213.62		10,604,741.00
3100	Alternative Schools	0.00	0.00	0.00	0.00		0.00
3200	Continuation Schools	983,873.18	299,723.27	1,283,596.45	122,256.32		1,405,852.77
3300	Independent Study Centers	214,453.53	87,417.57	301,871.10	28,751.75		330,622.85
3400	Opportunity Schools	0.00	0.00	0.00	0.00		0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00		0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00		0.00
3800	Career Technical Education	24,164.00	0.00	24,164.00	2,301.50		26,465.50
4110	Regular Education, Adult	0.00	0.00	0.00	0.00		0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00		0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00		0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00		0.00
4760	Bilingual	593,767.96	149,861.64	743,629.60	70,827.10		814,456.70
4850	Migrant Education	0.00	0.00	0.00	0.00		0.00
5000-5999	Special Education	1,782,955.79	449,584.91	2,232,540.70	212,638.64		2,445,179.34
6000	Regional Occupational Ctr/Prg (ROC/P)	1,976,491.11	674,377.37	2,650,868.48	252,482.32		2,903,350.80
Other Goals							
7110	Nonagency - Educational	292,251.80	0.00	292,251.80	27,835.56		320,087.36
7150	Nonagency - Other	0.00	0.00	0.00	0.00		0.00
8100	Community Services	0.00	0.00	0.00	0.00		0.00
8500	Child Care and Development Services	0.00	0.00	0.00	0.00		0.00
Other Costs							
	Food Services					77,630.87	77,630.87
	Enterprise					0.00	0.00
	Facilities Acquisition & Construction					665,621.41	665,621.41
	Other Outgo					604,052.45	604,052.45
Other Funds	Adult Education, Child Development, Cafeteria, Foundation ([Column 3 + CAC, line C5] times CAC, line E)		0.00	0.00	108,706.00		108,706.00
	Indirect Cost Transfers to Other Funds (Net of Funds 01, 09, 62, Function 7210, Object 7350)				(27,662.69)		(27,662.69)
	Total General Fund and Charter Schools Funds Expenditures	12,302,071.76	4,909,377.75	17,211,449.51	1,720,350.12	1,347,304.73	20,279,104.36

### Unaudited Actuals 2023-24 General Fund and Charter Schools Funds Program Cost Report Schedule of Direct Charged Costs (DCC)

		Instruction	Instructional Supervision and Administration	Library, Media, Technology and Other Instructional Resources	School Administration	Pupil Support Services	Pupil Transportation	Ancillary Services	Community Services	General Administration	Plant Maintenance and Operations	Facilities Rents and Leases	
Goal	Type of Program	(Functions 1000- 1999)	(Functions 2100- 2200)	(Functions 2420- 2495)	(Function 2700)	(Functions 3110- 3160 and 3900)	(Function 3600)	(Functions 4000- 4999)	(Functions 5000- 5999)	(Functions 7000- 7999, except 7210)*	(Functions 8100- 8400)	(Function 8700)	Total
Instructional Goals													
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
1110	Regular Education, K-12	5,591,996.04	82,786.29	79,771.46	8,704.36	0.00	0.00	670,856.24			0.00	0.00	6,434,114.39
3100	Alternative Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3200	Continuation Schools	577,079.93	0.00	0.00	238,621.76	100,406.80	0.00	0.00			67,764.69	0.00	983,873.18
3300	Independent Study Centers	203,950.93	0.00	0.00	0.00	0.00	0.00	0.00			10,502.60	0.00	214,453.53
3400	Opportunity Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3800	Career Technical Education	24,164.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	24,164.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4760	Bilingual	428,281.68	0.00	0.00	0.00	165,486.28	0.00	0.00			0.00	0.00	593,767.96
4850	Migrant Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
5000-5999	Special Education	1,619,193.36	83,966.69	0.00	0.00	79,795.74	0.00	0.00			0.00	0.00	1,782,955.79
6000	ROC/P	1,826,879.39	93,723.03	0.00	2,270.68	36,998.04	0.00	0.00			16,619.97	0.00	1,976,491.11
Other Goals	1												
7110	Nonagency - Educational	292,251.80	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	292,251.80
7150	Nonagency - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8100	Community Services		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00
8500	Child Care and Development Services	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00
Total Direct C	harged Costs	10,563,797.13	260,476.01	79,771.46	249,596.80	382,686.86	0.00	670,856.24	0.00	0.00	94,887.26	0.00	12,302,071.76

<sup>\*</sup> Functions 7100-7199 for goals 8100 and 8500

### Unaudited Actuals 2023-24 General Fund and Charter Schools Funds Program Cost Report Schedule of Allocated Support Costs (AC)

		Allocated Support C	osts (Based on factors i	nput on Form PCRAF)	
Goal	Type of Program	Full-Time Equivalents	Classroom Units	Pupils Transported	Total
Instructional Goals					
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00
1110	Regular Education, K–12	1,155,024.21	1,617,416.06	475,972.72	3,248,412.99
3100	Alternative Schools	0.00	0.00	0.00	0.00
3200	Continuation Schools	124,867.48	174,855.79	0.00	299,723.27
3300	Independent Study Centers	43,703.62	43,713.95	0.00	87,417.57
3400	Opportunity Schools	0.00	0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00
4760	Bilingual	62,433.74	87,427.90	0.00	149,861.64
4850	Migrant Education	0.00	0.00	0.00	0.00
5000-5999	Special Education (allocated to 5001)	187,301.22	262,283.69	0.00	449,584.91
6000	ROC/P	280,951.84	393,425.53	0.00	674,377.37
Other Goals					
7110	Nonagency - Educational	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00
8100	Community Services	0.00	0.00	0.00	0.00
8500	Child Care and Development Svcs.	0.00	0.00	0.00	0.00
Other Funds					
	Adult Education (Fund 11)	0.00	0.00	0.00	0.00
	Child Development (Fund 12)	0.00	0.00	0.00	0.00
	Cafeteria (Funds 13 and 61)	0.00	0.00	0.00	0.00
Total Allocated Support Costs	·	1,854,282.11	2,579,122.92	475,972.72	4,909,377.75

### Unaudited Actuals 2023-24 General Fund and Charter Schools Funds Program Cost Report Schedule of Central Administration Costs (CAC)

52 71506 0000000 Form PCR E8ARYTXKC7(2023-24)

A.	Central Administration Costs in General Fund and Charter Schools Funds	
1	Board and Superintendent (Funds 01, 09, and 62, Functions 7100-7180, Goals 0000-6999 and 9000, Objects 1000-7999)	341,372.58
2	External Financial Audits (Funds 01, 09, and 62, Functions 7190-7191, Goals 0000-6999 and 9000, Objects 1000 - 7999)	23,100.00
3	Other General Administration (Funds 01, 09, and 62, Functions 7200-7600 except 7210, Goal 0000, Objects 1000-7999)	1,383,540.24
4	Centralized Data Processing (Funds 01, 09, and 62, Function 7700, Goal 0000, Objects 1000-7999)	0.00
5	Total Central Administration Costs in General Fund and Charter Schools Funds	1,748,012.82
В.	Direct Charged and Allocated Costs in General Fund and Charter Schools Funds	
1	Total Direct Charged Costs (from Form PCR, Column 1, Total)	12,302,071.76
2	Total Allocated Costs (from Form PCR, Column 2, Total)	4,909,377.75
3	Total Direct Charged and Allocated Costs in General Fund and Charter Schools Funds	17,211,449.51
C.	Direct Charged Costs in Other Funds	
1	Adult Education (Fund 11, Objects 1000-5999, except 5100)	133,407.23
2	Child Development (Fund 12, Objects 1000-5999, except 5100)	0.00
3	Cafeteria (Funds 13 & 61, Objects 1000-5999, except 5100)	878,746.42
4	Foundation (Funds 19 & 57, Objects 1000-5999, except 5100)	129,175.00
5	Total Direct Charged Costs in Other Funds	1,141,328.65
D.	Total Direct Charged and Allocated Costs (B3 + C5)	18,352,778.16
E.	Ratio of Central Administration Costs to Direct Charged and Allocated Costs (A5/D)	9.52%

Type of Activity	Food Services (Function 3700)	Enterprise (Function 6000)	Facilities Acquisition & Construction (Function 8500)	Other Outgo (Functions 9000- 9999)	Total
Food Services (Objects 1000-5999, 6400-6920)	77,630.87				77,630.87
Enterprise (Objects 1000-5999, 6400-6920)		0.00			0.00
Facilities Acquisition & Construction (Objects 1000-6700)			665,621.41		665,621.41
Other Outgo (Objects 1000 - 7999)				604,052.45	604,052.45
Total Other Costs	77,630.87	0.00	665,621.41	604,052.45	1,347,304.73

# Unaudited Actuals 2023-24 Form and Charter Schools Funds Program Cost Report Schedule of Allocation Factors (AF) for Support Costs

52 71506 0000000 Form PCRAF E8ARYTXKC7(2023-24)

			Teacher Full-Tir	ne Equivalents		Classro	Classroom Units		
		Instructional Supervision and Administration (Functions 2100 - 2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420- 2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3100-3199 & 3900)	Plant Maintenance and Operations (Functions 8100- 8400)	Facilities Rents and Leases (Function 8700)	Pupil Transportation (Function 3600)	
	ibuted Expenditures, Funds 01, 09, and 62, Goals allocated based on factors input)	5,258.00	88,271.80	576,928.44	1,183,823.86	2,577,322.92	1,800.00	475,972.72	
B. Enter Allocation Fa	actor(s) by Goal:	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	CU Factor(s)	CU Factor(s)	PT Factor(s)	
	tion factors are only needed for a column if there are expenditures in line A.)								
Instructional Goals	Description								
0001	Pre-Kindergarten								
1110	Regular Education, K–12	37.00	37.00	37.00	37.00	37.00	37.00	200.00	
3100	Alternative Schools								
3200	Continuation Schools	4.00	4.00	4.00	4.00	4.00	4.00		
3300	Independent Study Centers	1.40	1.40	1.40	1.40	1.00	1.00		
3400	Opportunity Schools								
3550	Community Day Schools								
3700	Specialized Secondary Programs								
3800	Career Technical Education								
4110	Regular Education, Adult								
4610	Adult Independent Study Centers								
4620	Adult Correctional Education								
4630	Adult Career Technical Education								
4760	Bilingual	2.00	2.00	2.00	2.00	2.00	2.00		
4850	Migrant Education								
5000-5999	Special Education (allocated to 5001)	6.00	6.00	6.00	6.00	6.00	6.00		
6000	ROC/P	9.00	9.00	9.00	9.00	9.00	9.00		
Other Goals	Description								
7110	Nonagency - Educational								
7150	Nonagency - Other								
8100	Community Services								
8500	Child Care and Development Services								
Other Funds	Description								
	Adult Education (Fund 11)								
	Child Development (Fund 12)								
	Cafeteria (Funds 13 & 61)								
C. Total Allocation Fa	octors	59.40	59.40	59.40	59.40	59.00	59.00	200.00	

### Unaudited Actuals General Fund Special Education Revenue Allocations (Optional)

Description		2023-24 Actual	2024-25 Budget	% Diff.
SELPA Nam	ne: Tehama County (AE)			
Date allocat	ion plan approved by SELPA governance:			
I. TOTAL SE	ELPA REVENUES			
A.	Base Plus Taxes and Excess ERAF			
	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%
В.	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%
Н.	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. ALLOCA	TION TO SELPA MEMBERS			
	Tehama County Department of Education (AE00)			0.0%
	Antelope Elementary (AE01)			0.0%
	Corning Union Elementary (AE02)			0.0%
	Corning Union High (AE03)			0.0%
	Evergreen Union Elementary (AE04)			0.0%
	Red Bluff Union Elementary (AE06)			0.0%
	Red Bluff Joint Union High (AE07)			0.0%
	Gerber Union Elementary (AE08)			0.0%
	Los Molinos Unified (AE09)			0.0%
	Flournoy Union Elementary (AE12)			0.0%
	Kirkwood Elementary (AE13)			0.0%
	Lassen View Union Elementary (AE14)			0.0%
	Reeds Creek Elementary (AE18)			0.0%
	Richfield Elementary (AE19)			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:				

Corning Union High Tehama County

### Unaudited Actuals 2023-24 General Fund Special Education Revenue Allocations Setup

52 71506 0000000 Form SEAS E8ARYTXKC7(2023-24)

Current LEA:	52-71506-000000	2-71506-0000000 Corning Union High						
Selected SELPA:	AE	(Enter a SELPA ID from the list below then save and close)						
DOTENTIAL OF DAG FOR THIS LEA		DATE ADDDOVED						
POTENTIAL SELPAS FOR THIS LEA		DATE APPROVED						
ID	SELPA-TITLE	(from Form SEA)						
AE	Tehama County							

### Unaudited Actuals 2023-24 Unaudited Actuals SUMMARY OF INTERFUND ACTIVITIES FOR ALL FUNDS

52 71506 0000000 Form SIAA E8ARYTXKC7(2023-24)

	n e		ł	-	ł		1	1
	Direct Inter	Costs - fund		t Costs - rfund	Interfund	Interfund	Due From	Due To
Description	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350	Transfers In 8900-8929	Transfers Out 7600-7629	Other Funds 9310	Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(27,662.69)				
Other Sources/Uses Detail					0.00	70,000.00		
Fund Reconciliation							27,662.69	58,484.35
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	3,977.00	0.00				
Other Sources/Uses Detail	0.00	0.00	3,911.00	0.00	0.00	0.00		
Fund Reconciliation					0.00	0.00	0.00	3,977.00
12 CHILD DEVELOPMENT FUND							0.00	3,977.00
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail	0.00	0.00	0.00	0.00	0.00	0.00		
Fund Reconciliation					0.00	0.00	0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND							0.00	0.00
Expenditure Detail	0.00	0.00	23,685.69	0.00				
Other Sources/Uses Detail	0.00	0.00	23,003.03	0.00	0.00	0.00		
Fund Reconciliation					0.00	0.00	0.00	23,685.69
14 DEFERRED MAINTENANCE FUND							0.00	23,065.09
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail	0.00	0.00			0.00	0.00		
Fund Reconciliation					0.00	0.00	0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND							0.00	0.00
	0.00	0.00						
Expenditure Detail Other Sources/Uses Detail	0.00	0.00			70,000.00	0.00		
					70,000.00	0.00	0.00	0.00
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Other Sources/Oses Detail	I				0.00	0.00	I	l

### Unaudited Actuals 2023-24 Unaudited Actuals SUMMARY OF INTERFUND ACTIVITIES FOR ALL FUNDS

52 71506 0000000 Form SIAA E8ARYTXKC7(2023-24)

FOR ALL FUNDS					ESARYIXK			
		Costs - fund		t Costs - rfund	Interfund	Interfund	Due From	Due To
Description	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350	Transfers In 8900-8929	Transfers Out 7600-7629	Other Funds 9310	Other Funds 9610
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							58,484.35	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								

### Unaudited Actuals 2023-24 Unaudited Actuals SUMMARY OF INTERFUND ACTIVITIES FOR ALL FUNDS

52 71506 0000000 Form SIAA E8ARYTXKC7(2023-24)

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

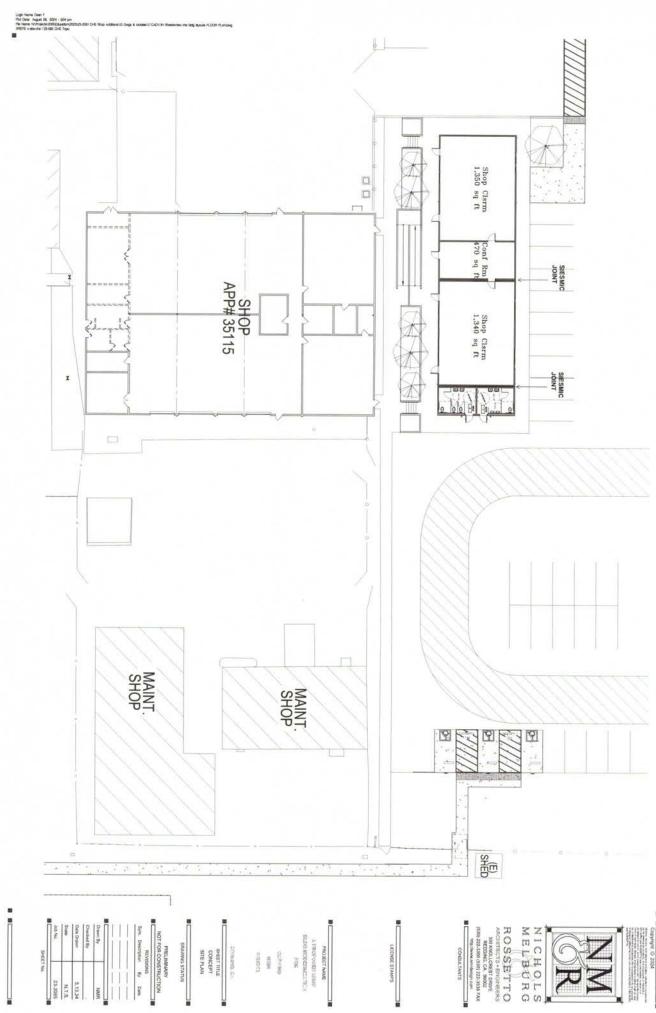
Corning Union High Tehama County

### Unaudited Actuals 2023-24 Unaudited Actuals SUMMARY OF INTERFUND ACTIVITIES FOR ALL FUNDS

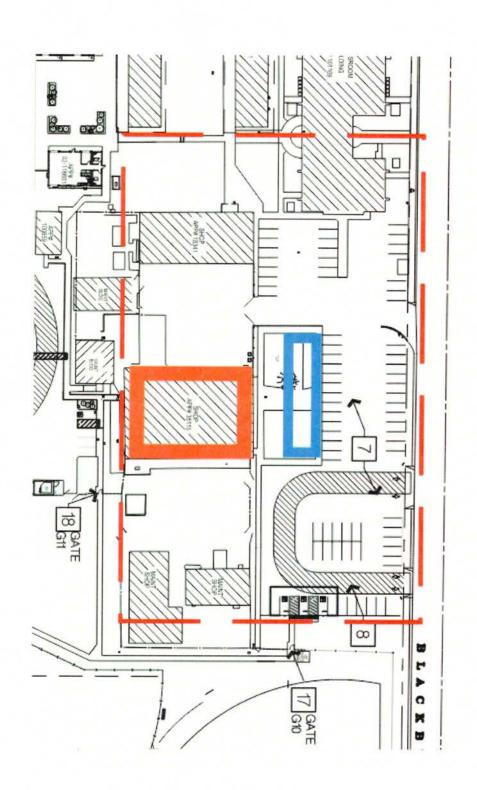
52 71506 0000000 Form SIAA E8ARYTXKC7(2023-24)

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Description		Costs - fund Transfers Out 5750		t Costs - rfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	27,662.69	(27,662.69)	70,000.00	70,000.00	86,147.04	86,147.04







### CORNING UNION HIGH SCHOOL DISTRICT

# RESOLUTION NO. 470 RESOLUTION ON SUFFICIENCY OF INSTRUCTIONAL MATERIALS FOR 2024-25

Education Code Section 60119 (as revised by Chapter 118, Statues of 2005 and CCR, Title 5, Section 9531)

WHEREAS, the governing board of Corning Union High School District, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on September 12, 2023, at 6:45 p.m., which is on or before the eighth week of school and which did not take place during or immediately following school hours, and;

WHEREAS, the governing board provided at least ten days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

WHEREAS, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

WHEREAS, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials are provided to all students, including English learners, in the District, and;

WHEREAS, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

WHEREAS, sufficient textbooks and instructional materials are provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects: math, science, history-social science, English/language arts, including the English language development component of an adopted program.

WHEREAS, sufficient textbooks or instructional materials are provided to each pupil enrolled in foreign language or health classes, and;

WHEREAS, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

NOW THEREFORE, BE IT RESOLVED, that for the 2024-25 school year, the Corning Union High School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

PASSED AND ADOPTED by said Board of Trafollowing vote:	ustees on this 12th day of September, 2024, by the
AYES: NOES: ABSENT: ATTEST:	
	Larry Glover President
I, Miguel Barriga, certify that the foregoing is a co Corning Union High School District on September	orrect copy of a resolution passed and adopted by the 12, 2024.
	Miguel Barriga, Superintendent

# **CUHS Textbooks & Supplemental Materials List 2024-25**

English Language Arts: English I: Golding, Lord of the Flies; Lee, To Kill a Mockingbird; Shakespeare, Romeo and Juliet; Bradbury, A Medicine for Melancholy; Bradbury, All Summer in a Day; Cisneros, The House on Mango Street. The Lottery, Jackson; English 1A: Text: Zutell, Word Wisdom (Zaner-Bloser); DuPrau, City of Ember; other new books/novels are selected each year due to repeat students (w/admin approval); National Geographic Explorer Magazine English II: ID Anthology Scholastic: Shakur, The Rose That Grew From Concrete; Stokes, Students on Strike; Kormon, The Juvie Three; Myers, Sunrise Over Fallujah; Soto, Accidental Love; Saldana, The Whole Sky Full of Stars; Other Novels: Hansberry, A Raisin in the Sun; Knowles, A Separate Peace; Collins, Hunger Games; Upfront Magazine (Scholastic). English III: Miller, Death of a Salesman;; Fitzgerald, The Great Gatsby; Grande, The Distance Between Us. ---English III AP: Twain, The Adventures of Huckleberry Finn; Beals, Warriors Don't Cry; Steinbeck, The Grapes of Wrath; Miller, Death of a Salesman; Shakespeare, A Mid-Summer Night's Dream; Fitzgerald, The Great Gatsby; Grande, The Distance Between Us; college board resources. English IV: Kennedy & Gioia, Literature: An Introduction to Fiction, Poetry, and Drama; Shakespeare, Hamlet, The Prince of Denmark; McCarthy, All the Pretty Horses; Jim Burke, Uncharted Territory, A High School Reader; Sophocles, Oedipus Rex; Multiple online sites & articles. English IV AP\*: Kennedy & Gioia, Literature: An Introduction to Fiction, Poetry, and Drama; Stoppard, Rosencrantz and Guildenstern Are Dead; Albee, The Zoo Story; Shelly, Frankenstein; Faulkner, The Sound and the Fury; Hardy, Tess of D'Urbervilles; college board resources; English IV Non-Fiction: Scholastic's Upfront Magazine; New books/novels each year, often connected to a movie or live performance. Some English teachers also tap into the online resource of NewsELA to provide particular articles for students to read. Other online articles are accessed for stand-alone reading & interaction around various themes.

Mathematics: Integrated I, II, III: Core Connections Integrated 1, Second Edition, Version 6.0, CPM Inc., 2013; Spanish Book 2015; Core Connections Integrated 2, second edition, version 6.0, 2015; Core Connections Integrated 3, second edition, version 5.0, 2015; Advanced Math: Pre-Calculus with Trigonometry, second edition, version 4.0, CPM, Inc. 2009; AP Statistics: The Practice of Statistics, Fourth Edition, Starnes, Yates, Moore, W.H. Freeman & Co., 2012; Consumer Math: Financial Algebra: Advanced Algebra with Financial Applications, Gerver & Sgroi, South-Western, Cengage Learning, 2014; multiple other online and teacher-created materials are being used to supplement the various textbooks; CPM online resources also utilized by teachers & students.

Science: Medical Biology: Biology, Stephen Nowicki, Holt McDougal, 2015; HASPI curriculum and kits for medical bio; AP Biology: Campbell Biology in focus Urry, L. A., Cain, M. L., Wasserman, S. A., Minorsky, P. V., & Orr, R. B: 2020, Pearson. Physics: Holt Physics (Serway and Faughn 2009). Living Earth: Chemistry in the Earth's System: AP Chemistry: Chemistry, fifth edition, Zumdahol, 2000. Natural Resources: Managing Our Natural Resources, William G. Camp, 2016. Natural Resources 2: Introduction to Forestry Science, I. Devere Burton, 2013. Nutritional Science: Food, Nutrition & Wellness, McGraw Hill, 2016. Health Science: Glencoe Health, McGraw-Hill Co., 2018 Digital;

Social Science: Geography: The Human and Physical World, McGraw Hill, 2018; Atlas of the World Rand McNally online 13th edition, 2018; World History: The Modern World, California Edition, Prentice Hall 2007/9; U.S. History: The American Nation, Holt, Rinehart & Winston, 2001; NewsELA articles; History.com resources; History 17B/Pols II Shasta College dual enrollment: We the People, 15th edition McGraw Hill, Government in America, People, Politics, and Policy 18th edition. Principles of American Government, 11th Edition, Edward Sidlow & Beth Henschen, Cengage Learning, 2022. American Government: United States Government, McGraw Hill, 2018; Economics: Economics, Holt, Rinehart & Winston, 1999. All Social Science teachers have created or adapted many different supplemental curricula and instructional materials from a variety of digital resources for literacy-based purposes that students access through Google Classroom.

ELD/Foreign Language: Spanish 1 & 2: Realidades, Pearson, 2014; Fluency Matters: Esperanza (Span.2)

Spanish 3 & 4 Fiorot-Peek: teacher-created materials plus El Mundo en Tus Manos, (news summaries for Sp. Students;

Spanish 5 & AP Spanish: Primarily teacher-created materials and Spanish novels; Sendas Literarias Levels 1 & 2, Heinle and Heinle 1994/1995; plus online college board resources. Heritage Spanish Curriculum. ELD Emerging, Expanding & Bridging: teacher-created materials; Hampton Brown, National Geographic, 2009 & 2010. Get Ready Grades 6-12, (online curriculum access), Vista Higher Learning, 2022; (student & teacher access to digital texts & materials); EL Teen Literacy Library, ISBN:9781680214321, Saddleback Ed. Publishing, 2022; (student & teacher access to digital texts & materials) All Spanish and ELD designated teachers also generate curriculum that is teacher-created to supplement identified texts.

## **Visual Arts:**

Art History: Art In Focus, Gene A. Mittler Ph-D, Glencoe McGraw-Hill 1986 & Fourth Edition 2000.

The Annotated Mona Lisa, Carol Strickland, Ph.D. Andrews McMeel Publishing, LLC 2007 (personal reference text)

Zuni Fetishes, Hal Zina Bennett, 1993 (personal reference text) The Story of Art, E.H. Gombrich, Sixteenth Edition 2003.

Art 1, Art 2, Advanced Art: Art In Focus, Gene A Mittler, Teacher Wraparound Edition, 2006
Ceramics IThe Potter's Guide to Throwing: Practical Handbook Paperback – March 1, 2001 by Josie Warshaw (Author)

Experience Clay Hardcover – January 1, 2003 by Maureen Mackey (Author) The Complete Potter by Steve Mattison (2003-04-01) Paperback – January 1, 1713 Twentieth-Century Pattern Design, Lesley Jackson, Princeton Architectural Press, New York, 2002;

### CTE:

Careers in Education: The First Days of School, Harry Wong, 2009. Life & Work Prep: Job Hunting Handbook, Dahlstrom & Co., 2018-19.; CNN News, Digital Media, CNN.com. Media & Design: Adobe Photoshop, Classroom in a Book 2024 release & Adobe Illustrator, Classroom in a Book release 2024 Construction Tech: Home Repair & Improvement, 2017: Paxton & Patterson curriculum. MC3: Multicraft Core 3 Curriculum College Career Readiness: AVID curriculum resources; and wag.avid.org AVID 10 & 11: wag.avid.org Cardinal Nest/Marketing/Copy Center: Glencoe Marketing Essentials, McGraw-Hill Co. Inc., 2006; Skills USA Customer Service Training Program, Intelite/SkillsUSA online, Paradigm Publishing, 2010 to present. Foods & Nutrition: Guide to Good Food, Goodheart Wilcox, 15th edition, c. 2022. Culinary Arts: The Culinary Professional 4th edition 2023 G-W Publisher Development: Children: The Early Years, Goodheart Wilcox, 2020. Exploring Health Careers: Paxton Patterson Ims.paxpat.com online textbook Nutritional Science: Food Nutrition and Wellness McGraw Hill Education Written by: Roberta Larson Duyff MS, RD, FADA, CFCS

## Agriculture:

Ag Core I: Agriscience: Fundamentals and Applications, 6th edition, L.DeVere Burton. Sustainable Ag Biology: Modern Biology, Towle, 1999. Ag & Soil Chemistry: Modern Chemistry, Holt, 1990. Ag Mechanics: Agricultural Mechanics-Fundamentals and Applications, Thomas Delmar Publishing, 2006; Ag Welding: NCCER Welding Level One, Prentice Hall, 2010. Ag Metal Fabrication: Agricultural Mechanics Fundamentals, Cengage Learning, 2006.; Butte College Welding curriculum, Courses 20 & 21. Floral Design: The Art of Floral Design, 3rd edition Noah T. Hunter Animal Science: Animal Science, J. Gillespie, Delmar Publishers, 1998

# **Special Education:**

Reading Intervention: Rewards curriculum by Voyager Sopris; Newsela online reading resource, 2019. RSP Math, RSP Course 1A, RSP Course 1B, Algebra Essentials RSP: Core Connections Integrated 1 CPM, 2013. DreamBox Math online instructional program, supplemental math curriculum from Teachers Pay Teachers RSP STEM, Transitions Skills, LWP Intensive, Communications, Ind Living Skills, Life Skills, RSP Math: J7 and J8 Attainments: Aligning Life Skills to Academics, Ellen McPeek Glisan, 2008. Basics—Three curriculum frameworks for Students with Moderate to Severe Disabilities. 2015. Ed Helper and Teacher pay Teacher. WellNest: Courseware online learning resources, Edgenuity Company. Dreambox, Reading Plus Skill Center: Smarts, Pathful online

# Novels Being Read at Corning Union High School 2024-25

<u>English I:</u> Golding, <u>Lord of the Flies</u>; Shakespeare, <u>Romeo and Juliet</u>; Bradbury, <u>A Medicine for Melancholy</u>; Bradbury, <u>All Summer in a Day; Cisneros</u>, <u>The House on Mango Street</u>; Jackson, The Lottery

English 2: ID Anthology Scholastic: Shakur, The Rose That Grew From Concrete; Stokes, Students on Strike; Kormon, The Juvie Three; Myers, Sunrise Over Fallujah; Soto, Accidental Love; Saldana, The Whole Sky Full of Stars; Other Novels: Hansberry, A Raisin in the Sun; Knowles, A Separate Peace; Collins, Hunger Games; Lee, To Kill a Mockingbird

English 3: Miller, Death of a Salesman;; Fitzgerald, The Great Gatsby; Grande, The Distance Between Us. --- English 3 AP: Twain, The Adventures of Huckleberry Finn; Beals, Warriors Don't Cry; Steinbeck, The Grapes of Wrath; Miller, Death of a Salesman; Shakespeare, A Mid-Summer Night's Dream; Fitzgerald, The Great Gatsby;

English 4: Kennedy & Gioia, Literature: An Introduction to Fiction, Poetry, and Drama; Shakespeare, Hamlet, The Prince of Denmark; McCarthy, All the Pretty Horses; Jim Burke, Uncharted Territory, A High School Reader; Sophocles, Oedipus Rex; Steinbeck, Of Mice and Men English 4 AP\*: Kennedy & Gioia, Literature: An Introduction to Fiction, Poetry, and Drama; Stoppard, Rosencrantz and Guildenstern Are Dead; Albee, The Zoo Story; Shelly, Frankenstein; Faulkner, The Sound and the Fury; Hardy, Tess of D'Urbervilles,

### RESOLUTION #471 FOR ADOPTING THE "GANN" LIMIT

(Normal, no increase to Limit pursuant to G.C. 7902.1 [nothing on line K {COE line P}])

- WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,
- WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called "Gann Limits," for public agencies, including school districts; and,
- WHEREAS, the Corning Union High School District must establish a revised Gann limit for the 2023-24 fiscal year and a projected Gann Limit for the 2024-25 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;
- NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann limits for the 2023-24 and 2024-25 fiscal years are made in accord with applicable constitutional and statutory law;
- AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2023-24 and 2024-25 fiscal years do not exceed the limitations imposed by Proposition 4;
- AND BE IT FURTHER RESOLVED that the Superintendent provides copies of this resolution along with the appropriate attachments to interested citizens of this district.

	m z
Date	Clerk, Board of Trustees
4.7.770	CERTIFICATION:
AYES:	
	I, Miguel Barriga,
NOES:	
ABSENT:	Certify that the foregoing is a correct copy
ABSENI:	of a resolution passed and adopted by the
	Corning Union High School District Board of Trustees
	Dated:
	Superintendent

# Proposition 2: Kindergarten Through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024

# Corning Union High School District Board Resolution No. 472

WHEREAS, the California Constitution finds public education is a State responsibility in Article IX Section 5; and

WHEREAS, the State is out of school facility program funds and cannot provide the State match for almost \$3.5 billion in projects which qualify for state aid; and

WHEREAS, the Corning Union High School District has \$\_\_\_\_\_in facility need which may be partially funded by State bonds; and

WHEREAS, Proposition 2 the Kindergarten Through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024, provides for renovation of aging schools, upgrade of existing classrooms, construction of new classrooms to accommodate growth, Career Technical Education facilities to provide job training to meet the workforce needs of California employers, testing and remediation of lead levels in water at school sites, disaster assistance, replacement of 75-year-old buildings, adding essential facilities like libraries and multipurpose rooms, mitigating the effects of higher average temperatures, and assistance for small and low-wealth school districts; and

WHEREAS, school districts need state financial support to implement new mandates and initiatives such as universal Transitional Kindergarten, Expanded Learning, on-site cooking and meal preparation, later secondary school start times, and solar power generation and storage; and

WHEREAS, quality 21st Century school facilities designed for today's and tomorrow's students enhance academic achievement and further the State's academic goals; and

WHEREAS, the California unemployment rate is greater than the national unemployment rate; and

WHEREAS, 13,000 middle class jobs are created for each \$1 billion in school facility infrastructure investment; and

WHEREAS, these jobs will be created throughout California and will include almost all building trades; and

WHEREAS, the Local Control Funding Formula provides funding for educational services for all students, but does not provide dedicated facilities funding; and

WHEREAS, Proposition 2, the Kindergarten Through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024 will not raise State taxes; and

WHEREAS, Proposition 2, the Kindergarten Through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024 enhances public accountability and transparency for the use of its proceeds; and

WHEREAS, Proposition 2, the Kindergarten Through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024 State matching funds will reduce the need for additional local property taxes for school facilities.

NOW, THEREFORE BE IT RESOLVED, that the <u>Corning Union High School</u> District supports Proposition 2, the <u>Kindergarten Through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024.</u>

Date approved:	
SIGNED:	
Board President	m z

Secretary to the Board of Education



# Proposition 2 - 2024 State School Bond Endorsement/Support Form

YES! You may list me/my organization as a SUPPORTER of PROPOSITION 2 – the Kindergarten Through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024.

Company/Organization: Corning Union High	School District	
Contact Name/Title: Superintendent 1	Niguel Barriga	
Street Address: 643 Blackburn Ave.		
City, State Zip: Corning, CA 96021		
Phone Number: (530) 824-8000		
Email: mbarriga 6 corninghe	s.org	
Signature		
Date:		
		N
☐ Please email me updates.		
/We can help in the following ways:		
☐ Communication with employees/members	☐ Volunteer/Speak at local events	
☐ Write a letter-to-the-editor	☐ Place a link on a website	

Please Email Your Endorsement Today to: adalen@m-w-h.com

Yes on Proposition 2 - Coalition for Adequate School Housing Issues Committee 1303 J Street, Suite 520 | Sacramento, CA 95814 (916) 448-8577 | Fax: (916) 448-7495



Kindergarten Through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024

#### K-14 SCHOOL FACILITY PROGRAM PROVISIONS

**Programs Funded** 

New Construction: \$3.3 Billion Modernization: \$4 Billion

- Lead in Water Testing and Remediation: \$115 Million

Career Technical Education: \$600 Million

Charter Schools: \$600 Million

**Grant Amounts** 

Under new sliding scale system, lower wealth school districts will receive more state funding share for projects:

- New Construction: Increases the state grant amount on a sliding scale basis, from 50% to 55%, based on a district's ability to generate local funds and the percentages of low income, foster care, and English learner students.
- Modernization: Increases the state grant amount on a sliding scale basis, from 60% to 65%, based on a district's ability to generate local funds and the percentages of low income, foster care, and English learner students.

**Supplemental Grants:** Minimum Essential **Facilities** 

Authorizes eligible school districts applying for a modernization grant to receive one supplemental grant for a school kitchen, gymnasium, multipurpose room, or library, if either 1) an existing facility is insufficient, or 2) the school does not have one of those facilities.

Supplemental Grants: **Transitional** Kindergarten

Authorizes eligible school districts applying for a modernization grant to also receive a supplemental grant for transitional kindergarten facilities if either 1) existing facilities are insufficient, or 2) the school does not have an existing facility.

Supplemental Grants: Extreme Heat/Energy **Efficiency** 

Authorizes eligible school districts applying for either a new construction or modernization grant to also receive a supplemental grant of up to 5% of project costs for projects to advance state energy goals and adapt to higher average temperatures that pose a threat to the health and safety of students and staff.

Supplemental Grants: **Career Technical** Education

Authorizes eligible school districts applying for a modernization grant to also receive a supplemental grant of up to 5% of project costs that enable school facilities to provide students with the skills and knowledge necessary for high-demand technical careers.

Kitchens, Preschools, Health Facilities, Seismic Retrofits, Broadband, Support for Protecting Students from Higher Average Temperatures Allows new construction and modernization projects to include: kitchens, preschools at schoolsites, space for counselors and nurses to increase access to healthcare and mental health services, seismic retrofits, and provide access to broadband.

Allows new construction and modernization projects to advance state energy goals, support outdoor learning environments, directly shade and protect students from higher average temperatures, which may include incorporating nature, and natural materials.

Small and Priority Schools
Assistance

Establishes a process, including direct technical assistance, to assist small (<2,500 students) and priority (low bonding capacity, high percentage of percentages of low income, foster care, and English learner students) school districts in applying for facilities funds and access to facilities funds. Sets aside 10% of new construction and modernization funds for small school districts.

**Financial Hardship** 

Increases the number of school districts eligible to receive up to 100% of state grants due to inability to provide a local match.

Lead in Water

Establishes separate funding to enable school districts to test and remediate lead in drinking water outlets.

**Disaster Assistance** 

Provides school districts affected by a disaster (e.g., the recent fires) with immediate assistance, such as temporary facilities.

Facilities Inventory and Master Plan

Requires school districts applying for either a new construction or modernization grant to have a five-year facilities master plan approved by the governing board of the school district and to update the plan as appropriate, and provide facility inventory information to the state.

Replacement of 75 Year Old Facilities

Establishes a program to allow buildings at least 75 years old to receive the higher new construction funds to demolish and replace the building rather than rehabilitate a building that may have excessive repairs and does not meet 21st century educational needs.

Accountability and Transparency Requires school districts, county offices of education, charter schools, and California Community Colleges conduct a public hearing, audit, and post project and audit information on their websites.

**Community Colleges** 

\$1.5 billion

CONTACTS:

Marguerite Ries, Assembly Education Committee (916) 319-2087, Marguerite.Ries@asm.ca.gov

**Sophia Kwong Kim**, Office of Assemblymember Mike Fong (916) 319-2049, Sophia.Kwong@asm.ca.gov

> lan Johnson, Senate Education Committee (916) 651-4105, lan.Johnson@sen.ca.gov

#### PROPOSITION 2 – 2024 State School Bond Frequently Asked Questions

How does Proposition 2 support California's long-term economic security?

- Investing in California schools is critical to developing a well-educated and skilled workforce, essential to California's long-term economic security.
- This bond measure will fund upgrades to classroom technology, computer systems, science labs, libraries, and career technical education programs.
- These investments will help California produce the educated workers needed to retain and attract good companies offering well-paid jobs, and to compete in the 21<sup>st</sup> Century global economy.
- The bond will also help high schools and community colleges upgrade vocational education programs to provide students and returning veterans with job training, technical knowledge, and specialized skills to compete for high-quality jobs.

#### What would Proposition 2 help fund?

- New Construction
  - This program provides grants to buy land and construct new facilities or to expand existing facilities. Eligibility is determined by calculating existing capacity and applying an enrollment projection to that capacity. This calculation is prescribed in state law and requires the use of standardized loading and projection methodologies to determine the degree of state support.
- Modernization
  - This renovation program provides grants for projects that occur on sites with buildings that are at least 25 years-old, or portables that are at least 20 years-old. The funding "is designed to extend the useful life of existing facilities, or to enhance the physical environment of a school," "Typical projects include, but are not limited to, the following: structural upgrades, access compliance upgrades, air conditioning, plumbing, lighting, and electrical systems, roof replacement, new furniture and equipment, technology upgrades, and replacement of existing facilities."
- Funding and Technical Assistance
  - Proposition 2 contains provisions that provide additional state match funding and technical assistance for low-wealth districts (those with low assessed valuation per pupil), small districts, and those that are unable to raise the required local funds to access the state program. The bond contains Facility Hardship provisions which assist districts with health and safety emergencies, including, but not limited to, seismic hazards.
- Supplemental Grants Available
  - As part of your New Construction or Modernization project application, you can also request supplemental grants from Proposition 2 funding to cover the cost of:
    - Career Technical Education up to a 5 percent increase for Modernization projects.
    - Transitional Kindergarten for Modernization projects to convert or build classrooms.

- Minimum Essential Facilities for Modernization projects to build or expand one gym, multipurpose room, library, or school kitchen that is lacking or undersized.
- Extreme Heat & Energy Efficiency up to a 5 percent increase for New Construction or Modernization for projects to improve energy efficiency and adapt to higher average temperatures that pose a threat to the health and safety of students and staff. Eligible projects must exceed the requirements of Title 24 nonresidential building energyefficiency standards.

Is a state school bond necessary in addition to local school bonds?

- By continuing the successful state-local partnership, the state can ensure only eligible projects
  receive matching grants, and school districts can retain local control of how dollars are spent and
  leverage local dollars raised.
- California has a historically successful model of state partnership with local school districts to share funding for new construction and renovation of aging classrooms. Locals identify a funding source and the state provides a partial match with funds from school bonds. Proposition 2 increases the state match by up to five percent based on criteria in the measure.
- Currently, all remaining New Construction and Modernization bond authority is committed, backlogging over \$3.4 billion worth of school construction projects that have already secured local funding.

Does Proposition 2 increase state taxes to pay for principal and interest payments?

- No. There is not a state tax increase for state general obligation bonds like Proposition 2.
   Principal and interest are paid from existing state revenue sources.
- Proposition 2 is more like taxpayers telling the state government how to spend the taxes they
  have paid. Proposition 2 returns some of the taxes paid to the state back to local taxpayers in the
  form of a state match for local school facility funds.

How does Proposition 2 ensure Accountability and Transparency?

- Proposition 2 increases state oversight and state/local accountability to ensure state school bond funds are spent in accordance with program requirements established in state law and regulation.
- As a condition of receiving state school bond funds, school districts must fulfil annual expenditure reporting requirements, and projects are subject to comprehensive state agency audits.
- Proposition 2 includes provisions that require school districts, county offices of education, charter schools, and California Community Colleges to conduct a public hearing, audit, and post project and audit information on their websites.

Does Proposition 2 create a significantly different school facilities program?

 No. Proposition 2 maintains the core structure of the existing program prioritizing New Construction and Modernization resources.  Proposition 2 maintains a predictable planning process by continuing to allocate funds based on date of eligible project submittal.

Proposition 2 ensures all districts can access state resources. It contains increased state grant amounts and technical assistance for those who need it, with no reduction in state grants for other districts.

#### ADDITIONAL QUESTIONS?

Please contact Nancy Chaires Espinoza at nchairesespinoza@m-w-h.com.

2024-2025 School Year			Lead Person	Information		Continue Discussions on Projects
Peach Orchard	3000 0	CTEIG by Dec	Tony	1000 irrigation, 2000 Trees, leave old orcahrd for now.	E	Erosion/Parking
Chicken Equipment (4400)	16000 0	CTEIG by Dec	Alice		F	Replace Hog Boxes
Fencing and post hole digger (4300+4400)	7000 (	CTEIG by Dec	Bob		ı	evel A-2
Lamb Pens (4400)	8000 0	CTEIG by Dec	Alice			
Greenhouse Materials (4300)	3000 0	CTEIG by Dec	Emily/Sarah			
Additional Show Ring Gate (4400)	1500 0	CTEIG by Dec	Nolan?			
Pond Resortation	(	CTEIG by Dec	Tinker/ Jason			
Electricity to Hog Pens	I.	Deffered Maintence or CTEIG	Joe	Patterson Irrigation coming to do walk thru		
Diesel Tank for Farm	1000 F	Ranch	Tony	Enclosed Tank, purchase from hunt and sons		
Felipe Mileage \$100/month	1200 F	Ranch	Diana			
Mite Spray (Equipment or Contract Service	8000 F	Ranch	Tony	38,000 to purchase equipment		
Tables and Chairs for Ranch	6000 F	Ranch	Alice	https://www.eventstable.com/100-met al-folding-chairs-and-1-hanging-chair -bundle.html?startcustomization=1	https://www.lifet ime.com/viewc art	
Trail Landscaping	5000 2	24/25 CTEIG	????			
Barn Cameras	5000 5	Safety Grant	Emily/Matt	2000 for 2 cameras + running conduit		
Greenhouse Plant Plugs	1000 [	District	Sarah	Unable to purchase with CTEIG due to deadline.		



#### Project Type

New Business Energy Request

Retail Energy

Commodity

Electric

Application Request

**Existing Service Connections** 

Request Category

Upgrade or Change

Customer Type

Agency (City, County, Caltrans)

Facility Type

Building / Structure

Electric Request Type

Increase Load, Replace Elec Panel

New Electric Service Type

Underground

Occupancy Type

Schools

#### **Project Information**

Project Number

P000316500

Project Name

Corning High School Parking Lot Addition

Request due to a major natural disaster?

#### PROJECT ADDRESS

Electric Service Agreement ID

Electric Meter Number

6274316019 1006473589

643 BLACKBURN AVE

Zip Code

Street Address

96021

City

CORNING

State CA

#### PROJECT DATA

Is your Building Permit Approved?

Building Permit Number / Application

Number

02-122332

Work Description

Construction of new parking lot for daily student

parking and as stadium event parking. Relocation of existing softball field with new

path of travel. Upgrading existing service to accommodate parking lot lighting and EVs.

This project is subject to Buy America requirements implemented by the Service

Transportation Assistance Act with

federal funding from:

Not Applicable

#### SERVICE DATA

Square ft at the existing service address

50000

Additional square ft to be added at

service address

**NEM Rate** 

Total Square Ft. 50000

Existing Electric Rate

B1

**Business Activity (NAICS)** 

Yes 611110

#### OPERATING TIME - ELECTRIC

Hours Per Day

10

Days Per Week

What Months will this facility operate?

January, February, March, April, May, June, July, August, September, October, November,

December

Describe Other Operating Characteristics

Events outside normal hours

#### DESIGN AND INSTALLATION

Are you planning to use an Applicant

Design contractor?

No

Are you planning to use an Applicant

Install contractor?

No

#### SELF GENERATION

Are you installing any self-generation equipment as part of your project?

No

#### Contact Information

#### SUBMITTER

I am authorized to submit this application

on behalf of the property owner. / I am

Yes

the property owner.

First Name Calvin

Last Name Abshier

Legal Status Corporation

PACE Engineering, Inc.

Company Name Street Address

5155 Venture Parkway

Zip Code 96002

> City REDDING

CA

State

Day Phone 5302440202

Mobile Phone 5302440202

Email

cabshier@paceengineering.us

#### PRIMARY

**Primary Contact** Same As Submitter

> First Name Calvin

Last Name Abshier

Company Name PACE Engineering, Inc.

Street Address 5155 Venture Parkway

> Zip Code 96002

> > REDDING City

State CA

Day Phone 5302440202

Mobile Phone 5302440202

> Email cabshier@paceengineering.us

Link Contact to Application No

#### CONTRACTOR

Contractor None

#### LEGAL

Financially Responsible Same As Primary Contact

> First Name Miguel

Last Name Barriga

Legal Name to Appear on Contract Miguel Barriga

> Legal Status Government Agency

Company Name Corning High School

Street Address 643 Blackburn Ave

> 96021 Zip Code

> > City CORNING

State CA Day Phone 5308248000

Mobile Phone 5308248000

Receive Contract and invoices

electronically?

Email mbarriga@corninghs.org

Link Contact to Application

#### **ENERGY BILLING**

Financially Responsible Same As Legal

> First Name Miguel

Last Name Barriga

Name to appear on the bill Miguel Barriga

> Legal Status Government Agency

Company Name Corning High School

Street Address 643 Blackburn Ave

> Zip Code 96021

> > City CORNING

State CA

Day Phone 5308248000 Mobile Phone 5308248000

Email mbarriga@corninghs.org

Link Contact to Application

#### Construction Information

#### GENERAL

Will any existing gas or electric PG&E facilities require relocation/removal?

Yes

No.

Date Needed

2024-12-02

Do existing PG&E electric overhead

facilities require undergrounding?

#### **Electric Information**

#### EXISTING SERVICE

Voltage Level Secondary

Phase

3-Phase

Wires

4-Wire

Voltage

480Y/277 Volt

Main Panel Rating (Amps) 200 Amp

#### PROPOSED SERVICE

Is the proposed service voltage equal to

the existing voltage? Voltage Level

Secondary

Phase 3-Phase

Wires 4-Wire

Voltage

480Y/277 Volt

Main Panel Rating (Amps) 400 Amp

#### ELECTRIC VEHICLE

Are you planning to install an EV

Charging Station?

Yes

**Total Number of Charge Ports** 

Maximum Capacity of each Port (kW)

Total Maximum Load (kW) 99

Solar/Energy Storage (E.G., Battery) installed as part of the Electric Vehicle No

System?

Max Peak Load connected to PG&E (kW) 214

STREETLIGHTS

Are you installing or removing

streetlights?

Common Usage Area (select all that apply)

Area Lighting

Document Upload

BUILDING FLOOR PLAN

**Building Floor Plan** 2024-08-21 17:10:37

CIVIL PLANS

Civil Plans 2024-08-21 17:10:38

DETAILED SITE PLAN

Detailed Site Plan 2024-08-21 17:10:38

ELECTRIC SWITCHBOARD DRAWING

Electric Switchboard Drawing 2024-08-21 17:10:38

PANEL SCHEDULE

Panel Schedule 2024-08-21 17:10:39

PHOTO(S)

Photo(s) 2024-08-21 17:10:39

SINGLE LINE DRAWING

Single Line Drawing 2024-08-21 17:10:40

SITE IMPROVEMENT PLAN

Site Improvement Plan 2024-08-21 17:10:40

STREETLIGHT AND TRAFFIC SIGNAL PLAN

Streetlight and Traffic Signal Plan 2024-08-21 17:10:40

Project Delivery

DESIRED PROJECT COMPLETION

Application Verification Phase 2024-10-17

Permitting and Other Agency Approvals 2025-01-01

Customer Planned Construction Complete

Requested Design Completion Date

Date

2024-12-02

2024-12-02

Construction Start Date 2024-08-22

PG&E Construction Timeline 2025-01-31

Desired Project Completion 2025-01-31 Based on the information entered into the application, you may receive an Engineering Advance invoice. Estimated Engineering Advance:

Update Existing
Electric Service —
Agency (City, County,
Caltrans)

Total Estimated
Engineering Advance
\$3,500

A PG&E representative will review your application and confirm the final invoice amount.

If an Engineering Advance is required to process my request for service, I agree to remit payment to PG&E within 30 days of the Engineering Advance invoice date and acknowledge that my application may be cancelled if payment is not received in this timeframe. See above for additional details.

Vac

#### TERMS AND CONDITIONS

I understand and agree with the agreement provisions and my responsibilities.

Yes



August 26, 2024

Mr. Miguel Barriga, Superintendent

Corning Union High School District 643 Blackburn Ave. Corning, CA 96021

Re: Topographic Survey to Support Remodel of Shop and installation of 2 classroom buildings

Dear Mr. Barriga,

As requested by Mr. Dean Furio of Nichols, Melburg, and Rossetto, this letter is to propose a scope of work and associated fees to provide topographic surveying and mapping of a portion (3.25 acres) of the Corning High School Property. This survey will be utilized as base mapping for future improvements on the high school campus to support the remodel of the shop and installation of 2 new classroom buildings.

The scope of work proposed is as follows:

#### TOPOGRAPHIC SURVEY

#### 1. Preliminary Research

- Review existing sewer, storm drain, and utility records provided by Division of State Architect.
- b) Review any maps or available record data from campus.

#### 2. Field Surveying

- a) Using Theodolite with total station data collector and Engineering level as required, survey all prominent surface physical features of Corning High School property as shown on Exhibit "A" attached.
- b) Establish field reference points and bench marks as required to be used as horizontal and vertical control for future construction staking

#### 3. Mapping

- a) Download field data into computers
- b) Create 24"x36" map at the appropriate scale depicting the following:
  - -Existing site improvements
  - -Drainage courses
  - -Elevation contours at 1 ft. intervals
  - -Spot elevations at selected points
  - -Surface Utilities
  - -Utilities of record (from maps or drawings provided by CUHSD, DSA, and/or City of Corning)
  - -Trees

-Other unique physical features observable from surface evidence.

c) Provide final scaled map to Corning High School District personnel and design team.

Our fee for the above-described services will be as follows:

#### A. Topographic Survey & Mapping:

\$6,250.00

This proposal is valid for six months. We invoice for these services based on completion of each item and delivery of product. Please sign below if you accept these terms. We can schedule work immediately upon your acceptance of this proposal. Either party can terminate this contract with a 7-day written notice with fees paid for efforts to date.

Please do not hesitate to contact me if you have any questions or concerns. Again, we really appreciate the opportunity to propose our services. We look forward to working with you!

Sincerely,

Russ Erickson, P.E. Principal Civil Engineer Accepted by

Printed Name: Migre /

Data

Exhibit "A"

Area of project and proposed survey boundary

Corning High School



# **RANDY HILL CONSTRUCTION**

5237 Mallard Estates Drive - Chico, CA 95973

Eagle Paving Dawson Landscape \$ 9,684.0  Travis Root Construction. Northern California Fencing \$ 1,418.  Subcontractor Subtotal \$ 61,342.4  Overhead And Profit \$ 9,201.3  Subtotal \$ 70,543.3  Randy Hill Construction Work  Labor Markup \$ 1,403.4  Material & Other Markup \$ 1,403.4  Material & Other Markup \$ 512.6  RHCI Subtotal \$ 14,693.3  Subtotal Subcontractor & RHCI \$ 85,237.1  Daily Rate \$ 6,963.6  Bonds \$ 852.3  Total this Change Order \$ 93,053.6	PROJECT: Co	rning Parking Lot and S	oftball Project DAT	TE ISSUED:	7/31/2024
Eagle Paving Dawson Landscape Sharp Electric Sharp	Change Order Requ	lest #: 1			
Dawson Landscape Sharp Electric Sharp Electric Travis Root Construction. Northern California Fencing Subcontractor Subtotal \$ 44,184.  Subcontractor Subtotal \$ 61,342.4  Overhead And Profit \$ 9,201.3  Subtotal \$ 70,543.3  Randy Hill Construction Work Labor \$ 9,359.4  Labor Markup \$ 1,403.4  Material & Other Markup \$ 1,403.4  Material & Other Markup \$ 512.4  RHCI Subtotal \$ 14,693.3  Subtotal Subcontractor & RHCI \$ 85,237.1  Daily Rate \$ 6,963.4  Bonds \$ 852.3  Total this Change Order \$ 93,053.0  ADDITIONAL WORKING DAYS REQUESTED 5				the bid day	set.
Dawson Landscape \$ 9,684.1 \$ 14,1184. \$ 14,1184. \$ 14,1184. \$ 14,1184. \$ 1,630.1 \$ 1,6			Eagle	Paving :	1,250.00
Sharp Electric \$ 14,418. Travis Root Construction. \$ 34,660.0 34,660.0 Northern California Fencing \$ 1,830.0 Subcontractor Subtotal \$ 61,342.4 Overhead And Profit \$ 9,201.3 Subtotal \$ 70,643.3  Randy Hill Construction Work  Labor \$ 9,359.0 Labor Markup \$ 1,403.0 Material & Other Markup \$ 512.0 Material & Other Markup \$ 512.0 RHCI Subtotal \$ 14,693.3 Subtotal Subcontractor & RHCI \$ 85,237.1 Daily Rate \$ 6,963.0 Bonds \$ 852.3 Total this Change Order \$ 93,053.0  ADDITIONAL WORKING DAYS REQUESTED 5			Dawson Lan	7.53	6
Travis Root Construction. Northern California Fencing \$ 1,630.0  Subcontractor Subtotal \$ 61,342.4  Overhead And Profit \$ 9,201.3  Subtotal \$ 70,643.7  Randy Hill Construction Work  Labor \$ 9,359.0  Labor Markup \$ 1,403.0  Material & Other Markup \$ 14,693.3  Material & Other Markup \$ 512.0  RHCI Subtotal \$ 14,693.3  Subtotal Subcontractor & RHCI \$ 85,237.7  Daily Rate \$ 6,963.0  Bonds \$ 852.3  Total this Change Order \$ 93,053.0  ADDITIONAL WORKING DAYS REQUESTED 5			Sharp I	Electric	14,118.4
Subcontractor Subtotal  Overhead And Profit \$ 9,201.  Subtotal \$ 70,543.  Randy Hill Construction Work  Labor \$ 9,359.4  Labor Markup \$ 1,403.4  Material & Other Markup \$ 512.6  RHCI Subtotal \$ 14,693.3  Subtotal Subcontractor & RHCI \$ 85,237.1  Daily Rate \$ 6,963.6  Bonds \$ 852.3  Total this Change Order \$ 93,053.6  ADDITIONAL WORKING DAYS REQUESTED 5  Comments: Cost only covers all work spelled out in each quote. Should something be missed from bid day set of drawir to the DSA set of drawings during construction, a supplemental change order will be issued.					34,660.00
Overhead And Profit \$ 9,201.3  Subtotal \$ 70,543.3  Randy Hill Construction Work  Labor \$ 9,359.1  Labor Markup \$ 1,403.4  Material & Other Markup \$ 512.6  RHCI Subtotal \$ 14,693.3  Subtotal Subcontractor & RHCI \$ 85,237.1  Daily Rate \$ 6,963.8  Bonds \$ 852.3  Total this Change Order \$ 93,053.0  ADDITIONAL WORKING DAYS REQUESTED 5  Comments: Cost only covers all work spelled out in each quote. Should something be missed from bid day set of drawing to the DSA set of drawings during construction, a supplemental change order will be issued.			Northern California F	encing	1,630.00
Randy Hill Construction Work  Labor \$ 9,359.0  Labor Markup \$ 1,403.0  Material & Other \$ 3,417.0  Material & Other Markup \$ 512.0  RHCI Subtotal \$ 14,693.0  Subtotal Subcontractor & RHCI \$ 85,237.0  Daily Rate \$ 6,963.0  Bonds \$ 852.0  Total this Change Order \$ 93,053.0  ADDITIONAL WORKING DAYS REQUESTED 5  Comments: Cost only covers all work spelled out in each quote. Should something be missed from bid day set of drawing to the DSA set of drawings during construction, a supplemental change order will be issued.			Subcontractor S	ubtotal \$	61,342.42
Randy Hill Construction Work  Labor \$ 9,359.0 Labor Markup \$ 1,403.0  Material & Other Markup \$ 512.0  RHCI Subtotal \$ 14,693.3  Subtotal Subcontractor & RHCI \$ 85,237.0  Daily Rate \$ 6,963.0  Bonds \$ 852.3  Total this Change Order \$ 93,053.0  ADDITIONAL WORKING DAYS REQUESTED 5  Comments: Cost only covers all work spelled out in each quote. Should something be missed from bid day set of drawing to the DSA set of drawings during construction, a supplemental change order will be issued.			Overhead And	Profit 5	9,201.36
Labor \$ 9,359.0.  Labor Markup \$ 1,403.8  Material & Other Markup \$ 512.6  RHCI Subtotal \$ 14,693.3  Subtotal Subcontractor & RHCI \$ 85,237.1  Daily Rate \$ 6,963.6  Bonds \$ 852.3  Total this Change Order \$ 93,053.6  ADDITIONAL WORKING DAYS REQUESTED 5  Comments: Cost only covers all work spelled out in each quote. Should something be missed from bid day set of drawing to the DSA set of drawings during construction, a supplemental change order will be issued.			s	ubtotal \$	70,543.78
Labor Markup \$ 1,403.6  Material & Other Markup \$ 3,417.6  RHCI Subtotal \$ 14,693.3  Subtotal Subcontractor & RHCI \$ 85,237.1  Daily Rate \$ 6,963.6  Bonds \$ 852.3  Total this Change Order \$ 93,053.6  ADDITIONAL WORKING DAYS REQUESTED 5  Comments: Cost only covers all work spelled out in each quote. Should something be missed from bid day set of drawing to the DSA set of drawings during construction, a supplemental change order will be issued.			Randy Hill Constructio	n Work	
Labor Markup \$ 1,403.6  Material & Other Markup \$ 3,417.6  RHCI Subtotal \$ 14,693.3  Subtotal Subcontractor & RHCI \$ 85,237.1  Daily Rate \$ 6,963.6  Bonds \$ 852.3  Total this Change Order \$ 93,053.6  ADDITIONAL WORKING DAYS REQUESTED 5  Comments: Cost only covers all work spelled out in each quote. Should something be missed from bid day set of drawing to the DSA set of drawings during construction, a supplemental change order will be issued.				Labor \$	9,359.00
Material & Other Markup \$ 512.6  RHCl Subtotal \$ 14,693.3  Subtotal Subcontractor & RHCl \$ 85,237.1  Daily Rate \$ 6,963.6  Bonds \$ 852.3  Total this Change Order \$ 93,053.6  ADDITIONAL WORKING DAYS REQUESTED 5  Comments: Cost only covers all work spelled out in each quote. Should something be missed from bid day set of drawing to the DSA set of drawings during construction, a supplemental change order will be issued.			Labor		
Material & Other Markup \$ 512.6  RHCl Subtotal \$ 14,693.3  Subtotal Subcontractor & RHCl \$ 85,237.1  Daily Rate \$ 6,963.6  Bonds \$ 852.3  Total this Change Order \$ 93,053.6  ADDITIONAL WORKING DAYS REQUESTED 5  Comments: Cost only covers all work spelled out in each quote. Should something be missed from bid day set of drawing to the DSA set of drawings during construction, a supplemental change order will be issued.			Material 8	Other \$	3,417.80
Subtotal Subcontractor & RHCI \$ 85,237.1  Daily Rate \$ 6,963.8  Bonds \$ 852.3  Total this Change Order \$ 93,053.0  ADDITIONAL WORKING DAYS REQUESTED 5  Comments: Cost only covers all work spelled out in each quote. Should something be missed from bid day set of drawing to the DSA set of drawings during construction, a supplemental change order will be issued.			Material & Other I		
Bonds \$ 852.3  Total this Change Order \$ 93,053.0  ADDITIONAL WORKING DAYS REQUESTED 5  Comments: Cost only covers all work spelled out in each quote. Should something be missed from bid day set of drawing to the DSA set of drawings during construction, a supplemental change order will be issued.			RHCIS	ubtotal _	14,693.32
Total this Change Order \$ 93,053.0  ADDITIONAL WORKING DAYS REQUESTED 5  Comments: Cost only covers all work spelled out in each quote. Should something be missed from bid day set of drawin to the DSA set of drawings during construction, a supplemental change order will be issued.			Subtotal Subcontractor 8	RHCI \$	85,237.10
Total this Change Order \$ 93,053.0  ADDITIONAL WORKING DAYS REQUESTED 5  Comments: Cost only covers all work spelled out in each quote. Should something be missed from bid day set of drawin to the DSA set of drawings during construction, a supplemental change order will be issued.			Dail	y Rate \$	6,963.55
Comments: Cost only covers all work spelled out in each quote. Should something be missed from bid day set of drawing to the DSA set of drawings during construction, a supplemental change order will be issued.				Bonds \$	852.37
Comments: Cost only covers all work spelled out in each quote. Should something be missed from bid day set of drawing to the DSA set of drawings during construction, a supplemental change order will be issued.			Total this Change	Order \$	93,053.02
to the DSA set of drawings during construction, a supplemental change order will be issued.	ADDITIONAL WORK	KING DAYS REQUESTED	5		
ESD Representative					set of drawing
ESD Paprocentative			/		1
ESD Panyocantativa				- 1	
	EECD Dansaca	tativa	Jan-	Terre	otion Inc

**Randy Hill Construction** 

Phone: 530-892-1918 Fax: 899-1919



2848 Tarmac Rd.
Redding, CA 96003-7320
Tel. (530) 221-4194 FAX (530) 221-4312
Insured · Bonded
Contractor's License No 1037504
DIR No. 1000852691
eaglepav@sbcglobal.net
QUALIFIED SBE

## AGREEMENT

Let it be known that the contents here stated:

RANDY HILL CONSTRUCTION - JEREMY seeks the professional services of Eagle Paving & Grading, hereafter referred to as Eagle, for the purposes of:

JOB LOCATION: CORNING HIGH SCHOOL CHANGE

ITEM #1: AS PER DSA PLAN SET, ADDITIONAL STRIPING INCLUDING CROSSWALK, ADA HATCH AREAS, 1 ADA STALL. 1 EACH ADDITIONAL ADA SIGN AND POLE.

FOR A TOTAL OF \$1,250.00

PRICE IS BASED ON PRICE OF ASPHALT AT THE PLANT ON THIS DATE, JULY 26, 2024. PRICE SUBJECT TO INCREASE DUE TO FLUCTUATING OIL PRICES. DUE TO CIRCUMSTANCES BEYOND OUR CONTROL, ASPHALT PRICES ARE SUBJECT TO INCREASE AT ANY TIME WHICH WILL MAKE IT NECESSARY TO ADJUST OUR CONTRACT PRICE. WE APOLOGIZE FOR ANY INCONVENIENCE THIS MAY CAUSE YOU.

EXCLUSIONS: BONDING, TESTING, PERMITS, SURVEYING, PRIME COAT, FOG SEALING, HEADER BOARD, SOIL STERILANT, OFF SITE WORK, DEMOLITION, RAMPS, DIKES, STRIPING, SIGNAGE, CAR BUMPERS, SEAL COAT, CRACK-FILLER, AGGREGATE BASE, SAW-CUTTING, EXCAVATED SPOILS EXPORT, UTILITY TRENCH COMPACTION, BASE MATERIAL UNDER SIDE WALKS, BASE MATERIAL UNDER BUILDING PADS, SHOULDER BACKING, SPEED BUMPS, RAISING GRATES AND UTILITY BOXES, SOIL STERILANT UNDER CONCRETE, TRAFFIC CONTROL, ADDITIONAL MOVE INS. ANYTHING NOT SPECIFICALLY INCLUDED IS CONSIDERED EXCLUDED.

Purchaser agrees to pay eagle for the above described labor and materials upon completion of job, unless otherwise stated in this contract, the total sum of: AS SET FORTH ABOVE

SEE ABOVE FOR DETAIL

BID #2024-322

Job Name: CORNING HIGH SCHOOL CHANGE

Today's Date: JULY 26, 2024



## 1444 Nord Ave. Chico, Ca. 95926

# **Estimate**

Date	Estimate #
7/26/2024	1959

CSLB #947019 DIR # 1000054365				_	Project
Description	Qty	Rate	Amount	MARKUP	Total
Subtotal before changes.		†			331,850.00
Change in irrigation drawings. Please add the following amount (due to additional sleeve, pipe, drip etc).		0.00	0.00	3,500.00	3,500.00
Original plan had 2,455 S.F. of crushed rock the new plan has 4,985 S.F. please add the following amount to the above listed line item (Install Rock of Fabric) Total for both numbers is \$12,184.00		0.00	0.00	6,184.00	6,184.00
Sod stayed the same as per this quote I had bid for the same amount of sod on the new plan.		0.00	0.00		0.00
D.G. remained the same. No add alt for hardened D.G.		0.00	0.00		0.00
Planting change: Original plan had (27) #15 gallon trees new plan has (26). Original plan had (17) #24" Box trees no change. Original plan had (167) #5 gallon shrubs no change (only change in species). Original plan had (462) #1 gallon shrubs new plan has (470) #1 gallon shrubs. This is a \$40 dollar change so we are not going to adjust the planting price. Planting price to stay the same.		0.00	0.00		0.00
Thank you for allowing us to bid your project.	Phone #	530-343-0384	Total		

# B. Sharp Electrical Contractor, Inc.

530-623-3230 2275 Main Street

PO Box 2187

Weaverville, CA 96093

CA License# C-10 775441 • DIR# 1000015000 SB #2016149

Equipment Name	Hours	Rate	Total
Excavator	6	\$140.00	\$840.00
Skid Steer with Auger/bucket	8	\$140.00	\$1,120.00
Compactor	8	\$25.00	\$200.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
		A Subtotal	\$2,160.00

Subcontractor Quotes	Amount of Quote
III-IIIIII	

B Subtotal

\$0.00

#### \*Material and or work done by Specialist

Description	Qty	Cost	Extended
Ced Quote added bollards	1	\$5,367.84	\$5,367.84
1" Pvc	80	\$1.28	\$102.40
1" Pvc couplings	24	\$0.70	\$16.80
1" Pvc Swwep	16	\$8.38	\$134.08
Marking Tape	80	\$0.10	\$8.00
#10 Thhn	240	\$0.31	\$74.40
Wire Nuts	18	\$0.24	\$4.32
1" Emt	30	\$1.98	\$59.40
1" emt connector	1	\$3.68	\$3.68
1" fa	1	\$1.41	\$1.41
1" emt coupling	3	\$3.68	\$11.04
1" 2 hole strap	8	\$0.50	\$4.00
Sand	1	\$250.00	\$250.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
Was a second and a			\$0.00
			\$0.00
***************************************			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00

Change Order #	1
Project Name	Corning High School Parking Lot
Project Address	643 Blackburn Ave Corning CA
Todays Date	7/31/2024
Scope of Work Name	DSA Approved Plans

Cost Per updated plans.7 bollards added.

#### Clerical/asbuilts

Empoyee's / Personnel		Hours	Hourly Rate	Extended Cost
Jorneyman	Regular	16	160	\$2,560.00
	OT/Sat			\$0.00
	Sunday			\$0.00
	OT/Sat			\$0.00
	Sunday			\$0.00
	OT/Sat			\$0.00
	Sunday			\$0.00
Aprentice	Regular	16	105	\$1,680.00
	OT/Sat			\$0.00
	Sunday			\$0.00
	OT/Sat			\$0.00
	Sunday			\$0.00
Clerical/asbuilts	Regular			\$0.00
	OT/Sat			\$0.00
	Sunday			\$0.00
	Regular			\$0.00
	OT/Sat			\$0.00
	Sunday			\$0.00

E Subtotal \$4,240.00

\$0.00
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00

Total Cost of Equipment, Material & Work

C Subtotal \$6,037.37

Equipment	Α
Subcontract	В
Material	C
Labor	D
Tax on Material	TC.

_	Subtotals		Total
	\$2,160.00	\$216.00	\$2,376.00
	\$0.00	\$0.00	\$0.00
	\$6,037.37	\$603.74	\$6,641.11
	\$4,240.00	\$424.00	\$4,664.00
	\$437.71		\$437.71
*	Please Pay Th	is Amount	\$14,118,82

Project Manager		Date	*Any Question
Approval	Title	Date	

\*Any Questions regarding this invoice should be directed to Accounting

## Customer Quote For: B SHARP ELECTRICAL CONTRACTOR, INC

**CED - REDDING** 

3985 OLD 44 DR

Tel: (530)221-5233 Fax: (530)221-0514

REDDING CA 96003

Job Name: ADDER

Attn:

Ship To: SHARP ELECTRIC INC.

3985 OLD 44 DR

REDDING, CA 96003-0000

Revision #: 001

Contact Name: JMUNDAY

Quote Date: 07/31/24 Updated On: 07/31/24 Expires On: 08/30/24

Quote: Q1040030

Customer PO #: CHS PARKING LOT

**Customer PO Date:** 

**FOB: SHIPPING POINT** 

Freight: PICKUP

LN	Product	Qty	Price	Per *	Ext Price
01	MISC WD-SFB-42-20-40-MV-5C-BK-18S BOLLARD LIGHT	7	\$0.00	E	\$0.00
02	MISC WILL LOT PRICE	1	\$5,367.84	Ε	\$5,367.84

Merchandise: \$5,367.84 Tax: \$389.17 Total: \$5,757.01

PLEASE NOTE: THIS IS NOT AN OFFER TO CONTRACT, BUT MERELY A QUOTATION OF CURRENT PRICES FOR YOUR CONVENIENCE AND INFORMATION. ORDERS BASED ON THIS QUOTATION ARE SUBJECT TO YOUR ACCEPTANCE OF THE TERMS AND CONDITIONS LOCATED AT SALES.OUR-TERMS.COM, WHICH WE MAY CHANGE FROM TIME TO TIME WITHOUT PRIOR NOTICE. WE MAKE NO REPRESENTATION WITH RESPECT TO COMPLIANCE WITH JOB SPECIFICATIONS.



OWNER	FIELD	
ARCHITECT	OTHER	
CONTRACTOR		

#### CHANGE ORDER

	Corning HS Parking Lot CHAN	IGE ORDER NUMBER: 01	
		DATE: 7/30/2024	4
		PROJECT NO .:	
TO:	Randy Hill Construction	CONTRACT DATE:	
The Contra	act is changed as follows:		VMI - W ! WIII
#	Description		Cost
	DSA Plan Changes - 4/A050 - post in retaining wall change fro 6'oc; 8/A050 change gate kickplate to both sides (material co	m 1 7/8" @ 10'oc to 2 3/8" @ ost changes only)	\$ 630.00
		Total	\$ 630.00
	SIGNED: Carrie Moore Northern California Fence		
Net change The Contra This Change			\$ - \$ 208,273.00 \$ 630.00
Net change The Contra This Change	Northern California Fence  Il Contract Sum was by previously authorized Change orders ct Sum prior to this Change order was e Order in the amount of		\$ - \$ 208,273.00 \$ 630.00
Net change The Contra This Change The new Co	Northern California Fence  Il Contract Sum was by previously authorized Change orders ct Sum prior to this Change order was e Order in the amount of ontract Sum including this Change order will be		\$ 208,273.00 \$ 630.00 \$ 208,903.00

# Travis Root Construction Corning HS Parking Improvements DSA Review Changes

C3.0 Detail 1	<ul> <li>added concrete curb</li> </ul>	Add \$1250
	Deleted Truncated Domes at corner	Deduct (\$1800)
	Added ADA ramp with Domes	Add \$ 1200
	Delete 4 Domes in parking lot	Deduct (\$1440)
C5.0	Added Walkway 215' x 5'	Add \$19200
	Added length to V Gutter	Add \$600
A040	Ramp Wall footings changed	Add \$1600
	Add Epoxy dowels from ramp to ramp walls	Add \$550
A060	ADA parking changed to concrete	Add \$13500

Lic. 754604 5237 Mallard Estates Drive Chico, CA 95973 Randy Hill Construction

530-892-1918 office 530-899-1919 fax

530-899-1919 fax	Equipment				Date Proposed:	ACOC17C17			
Equipment	Quantity	Hours	Hour rate	Extended		-			
Name		Ea/day/hr.		Amounts					
Siccor Lift			\$ 45.00	9	Cost to lavourt delli ent (	description of the state of the			
Dump Truck			\$ 62.82	_	bollards.	sieculcian supplie	ed), pour and cit	ean up 7 new li	ght
Bobcat pg. 32	-	32	\$ 33.21	\$ 1,062.72					
Fork Lift pg. 6			\$ 56.42						
3000 Gallon Water Truck pg. 34			\$ 39.57						
Bobcat Broom pg. 4			\$ 27.88		Name				3 3 3 3
Hand Tools pg. 6			\$ 0.31	5	THE		-	Hourly	Extended
Compactors Pg. 4			\$ 33.65			Description of the second	nours	rate	Amounts
Concrete Vibrators pg. 5						Regular			1
Concrete Saws pg. 28			\$ 2.89		Project Manager	Overning			
F-250	-	32	"	\$ 804.28		regular		\$ 85.00	
F-350 pg. 34						Оменише			
Dump Trailers pg. 33				5	Office Manager	Kegular		\$ 55.00	
John Deer Backhoe 310					Olico Mariaga	Overzime			
Trailers pg. 33					S. morning	Regular	m	105.00	\$ 315.00
Air compressor and hammer.			1		adea menden	Overtime		\$ 105.00	
Generator pg. 6					1	Regular		\$ 89.55	9
United Rentals Excavator			20 25		roreman	Overtime		\$ 109.35	
Lumber and Supplies		Ī	00.60		•	Regular		\$ 89.85	
			000000	1	Carpenter	Overtime		\$ 108.25	59
			A Subtotal	\$ 2,364.00		Regular	24	\$ 98.50	\$ 2,364.00
	Madaulai and		-		Concrete	Overtime		\$ 98.73	
	Sub Contractor	material and or work done by specialist Sub Contractor	Specialist		appe	Regular	32	93.75	\$ 3,000.00
Description	Wo mai	Unit Coot			Labor	Overtime		\$ 91.25	. 69
	-		•	-				The second secon	

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		0 9 2 1000		Concrete	Overtime		\$ 98.73	49	,
	Material and	Material and or work done by Specialist	İst		Regular	32		300000	8
	Sub Contractor	ctor		Labor	Overtime		9 00 00		3
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	THE CALL	Olin cost	Extended		Regular		\$ 88.50	49	Ι.
				Iron Worker	Overtime		30 000	6	T
Concrete	5.5	\$ 191.60	\$ 1,053.80	0		000	I	,	I
				T		36	00.611	\$ 3,680.00	8
				Operator	Hours Only		\$ 109.35	69	,
			Control of the last of the las						T
				Overtime Hours	Hours Only			•	
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				_			C Subtotal	\$ 9,359.00	00
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			3						
				The second second	4	Subtotals		TOTAL	
				Equipment/Material	A	\$ 2.364.00	354 60	\$ 2740 CO	00
			- 49	Sub-Contractor		4 1053 BD e	١		3
					_		100001	1,211.87	/8
			1	Labor	S	\$ 9,359.00 \$	\$ 1,403.85	\$ 10,762.85	85
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lotal Cost of Sub Contract Work.		B Subtotal	otal \$ 1,053.80					90900	70
			8						
				Pleas	Please pay this amount \$\$	78 55		\$ 14.693.32	32
			le le						

Date

Project Manager

Approval

Contract Days Requested:

# RANDY HILL CONSTRUCTION

5237 Mallard Estates Drive - Chico, CA 95973

PROJECT: Co	rning Parking Lot and Sof	tball Project	DATE ISSUE	D:	8/29/2024
Change Order Requ	est #: 2				
ı			the parking lot area to 7' iron fen with gates. Cost covers all cost a		
			Northern California Fencing	\$	42,115.0
			Subcontractor Subtotal	\$	42,115.00
			Overhead And Profit	\$	6,317.2
			Subtotal	\$	48,432.2
			Randy Hill Construction Work		
			Labor Labor Markup	\$	480.00 96.00
			Material & Other Material & Other Markup		
			RHCI Subtotal	\$	576.0
			Subtotal Subcontractor & RHCI	\$	49,008.2
			Daily Rate	\$	-
			Bonds	\$	490.0
			Total this Change Order	\$	49,498.33
ADDITIONAL WORK	NG DAYS REQUESTED	0			
Comments: lo	ocation of fencing per drawing	sent on 8-28. No	o other fencing included.		
EESD Represent	ative		Randy Hill Cons	struc	tion Inc.

Randy Hill Construction

Phone: 530-892-1918 Fax: 899-1919

### **BID PROPOSAL**



Mailing Address:

2485 Notre Dame Blvd., Ste 370, #31 Chico, CA 95928

Chico 530.891.1346
Paradise 530.877.2947
office@northerncafence.com
john@northerncafence.com

State License # 904110

Building Fence Since 1988

Bid Proposal Submitted To:

Randy Hill Construction

Phone:

Email:

Job Location: 643 Blackburn Avenue, Corning

Date: 08/28/2024

#### Description: Corning High School Parking Lot Alternative Iron Fencing

Parking Lot: 808 of 7' Iron Fencing w/ (3) 4' Walk Gates, (1) 5' Walk Gate, (2) Pedestrian Gates, (1) 10' Double Swing Gate, (1) 20' Roll Gate and (1) 26' Vehicle Barrier gate

Specs: (match recent Coming Elementary Schools specs)

- Style: Ameristar Montage Commercial, 3-rail, Genesis
- End/Line post: 3" x 12ga post, 12x36 footing, 8'oc max.
  - o 6' spacing on ramp wall
- Gate post: 4" x 11ga, 12x36 footing
- 36" Panic gates
  - o w/ 2x2 mesh fill,
  - o 10' kickplate on push side,
  - Mammoth self-closing hinges
  - Von Duprin panic hardware (interchangeable contractor core, district keying not included)
- 4' & 5' Walk gates
  - o GL1 electromechanical latch (not electrified)
  - BadAss weldable hinges
- 20' Slide gate
  - o GL1 electromechanical latch (not electrified)
  - Manufacturer mesh fill,
  - o plated v-track w/ 3/8"x 2 3/4" bolts
  - o concrete beam by others

#### NOTES:

- Pricing based upon previous changes in CO1 & CO2 and layout revision 8/28/24
- No Demo included in pricing.
- Sleeves provided for fence in retaining wall, concrete contractor to set.
- Posts set prior to concrete flatwork in affected areas. Finish grade to be marked at layout walkthrough.
- Underground utilities within fence lines must be clearly marked. NCF is not responsible for damages to unmarked utilities.
- Spoils to be spread on site.

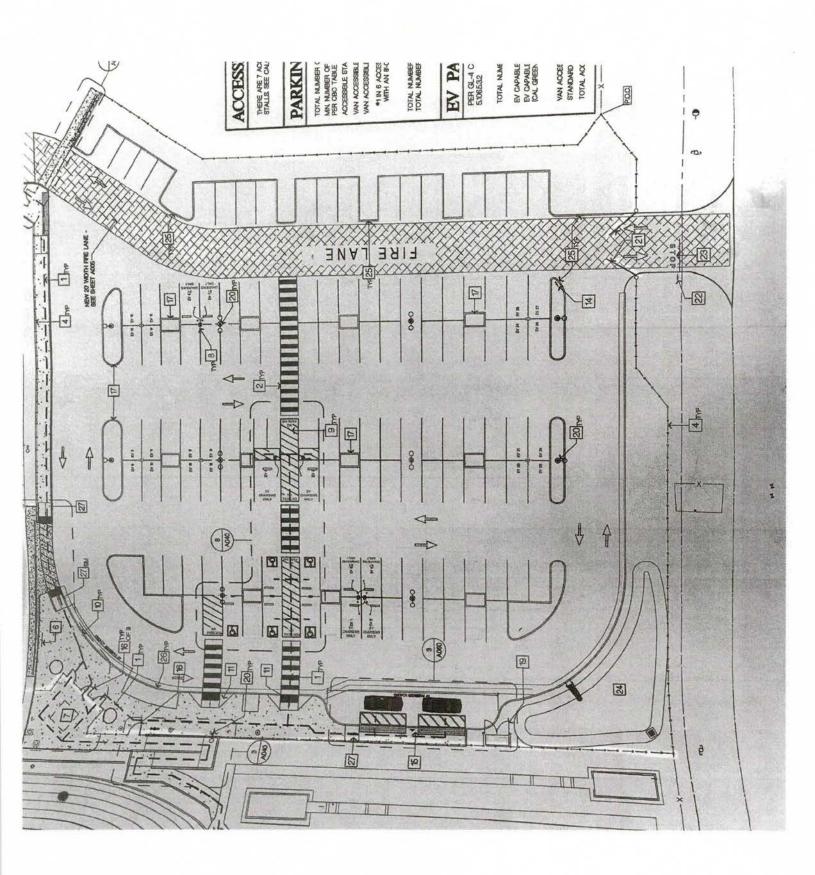


Not official until signed by at least one authorized project representative.

OWNER	FIELD	
ARCHITECT	OTHER	
CONTRACTOR		

#### CHANGE ORDER

	- ONDER		
PROJECT:	Corning HS Parking Lot	CHANGE ORDER NUMBER: 03	
		DATE: 8/28/2024	1
TO:	Randy Hill Construction	PROJECT NO.:	
10.	randy Ant Construction	CONTRACT DATE:	
	ct is changed as follows:		
#	Description		Cost
	Gate, (2) Pedestrian Gates, (1) 10'	7' of 7' Iron Fencing w/ (3) 4' Walk Gates, (1) 5' Walk Double Swing Gate, (1) 20' Roll Gate and (1) 26' Vehicle from recent Corning Elementary Schools fencing bid)	\$ 42,115.00
		Total	\$ 42,115.00
The original	Contract Sum was		¢ 208 272 00
	by previously authorized Change or	ders	\$ 208,273.00
	ct Sum prior to this Change order wa		\$ 204,953.00
This Change	Order in the amount of		\$ 42,115.00
The new Co	ntract Sum including this Change or	der will be	\$ 247,068.00
Muse C	and Boniga	Miguel Barriga	8/30/JOJU
CONTRACTO	PR	ВУ	DATE
ARCHITECT	· · · · · · · · · · · · · · · · · · ·	ВУ	DATE



# RANDY HILL CONSTRUCTION

5237 Mallard Estates Drive - Chico. CA 95973

PROJECT:	Corning Parking Lot and Softball Project DATE ISS	JED:	9/3/2024
Change Order Re	equest #: 3		
DESCRIPTION:			
DESCRIPTION.	Cost for removing 3" of base material as discussed, groom and compact ma	terial	
	motern Ao pavement mush to existing concrete walk and annual		
	Cost covers all labor and material to complete all work spelled out in AB001	•	
	Travis Root Construction	\$	6,693.
	Eagle Paving	\$	7,381.
	Subcontractor Subtotal	\$	14,074.
	Overhead And Profit	\$	2,111.
	Subtotal	\$	16,185.
	Randy Hill Construction Work		5
245	Labor	\$	950.0
	Labor Markup	\$	190.0
	Material & Other		
	Material & Other Markup		
	RHCI Subtotal	\$_	1,140.0
	Subtotal Subcontractor & RHCI	\$	17,325.7
	Daily Rate	\$	1,392.7
	Bonds	\$	173.2
	Total this Change Order	\$	18,891.7
DITIONAL WORK	KING DAYS REQUESTED 1		
mments:			
rning High Sc	hool Representative Randy Hill Cons		
0	Randy Hill Cons	structi	on Inc.

**Randy Hill Construction** 

Phone: 530-892-1918 Fax: 899-1919



2848 Tarmac Rd.
Redding, CA 96003-7320
Tel. (530) 221-4194 FAX (530) 221-4312
Insured · Bonded
Contractor's License No 1037504
DIR No. 1000852691
eaglepav@sbcglobal.net
QUALIFIED SBE

# **AGREEMENT**

Let it be known that the contents here stated:

RANDY HILL CONSTRUCTION – JEREMY seeks the professional services of Eagle Paving & Grading, hereafter referred to as Eagle, for the purposes of:

JOB LOCATION: CORNING HIGH SCHOOL

AS PER A.B. - 001

DELETE ASPHALT PAVING BEHIND WEST ROLLING GATE APPROXIMATELY 25 TN. AT \$134.21 PER TN.

FOR A TOTAL DEDUCTION OF <- \$3,355.25 >

ADDITIONAL PAVING AT FIRE TRUCK TURN AROUND APPROXIMATELY 55 TN AT \$134.21 PER TN.

FOR A TOTAL ADD OF \$7,381.55

**TOTAL CHANGE ORDER - \$4,026.30** 

PRICE IS BASED ON PRICE OF ASPHALT AT THE PLANT ON THIS DATE, AUGUST 29, 2024. PRICE SUBJECT TO INCREASE DUE TO FLUCTUATING OIL PRICES. DUE TO CIRCUMSTANCES BEYOND OUR CONTROL, ASPHALT PRICES ARE SUBJECT TO INCREASE AT ANY TIME WHICH WILL MAKE IT NECESSARY TO ADJUST OUR CONTRACT PRICE. WE APOLOGIZE FOR ANY INCONVENIENCE THIS MAY CAUSE YOU.

EXCLUSIONS: BONDING, TESTING, PERMITS, SURVEYING, PRIME COAT, FOG SEALING, HEADER BOARD, SOIL STERILANT, OFF SITE WORK, DEMOLITION, RAMPS, DIKES, STRIPING, SIGNAGE, CAR BUMPERS, SEAL COAT, CRACK-FILLER, AGGREGATE BASE, SAW-CUTTING, EXCAVATED SPOILS EXPORT, UTILITY TRENCH COMPACTION, BASE MATERIAL UNDER SIDE WALKS, BASE MATERIAL UNDER BUILDING PADS, SHOULDER BACKING, SPEED BUMPS, RAISING GRATES AND UTILITY BOXES, SOIL STERILANT UNDER CONCRETE, TRAFFIC CONTROL, ADDITIONAL MOVE INS. ANYTHING NOT SPECIFICALLY INCLUDED IS CONSIDERED EXCLUDED.

Purchaser agrees to pay eagle for the above described labor and materials upon completion of job, unless otherwise stated in this contract, the total sum of: AS SET FORTH ABOVE

SEE ABOVE FOR DETAIL

BID #2024-372

Job Name: CORNING HIGH SCHOOL

Today's Date: AUGUST 29, 2024

# TRAVIS ROOT CONSTRUCTION

	ing HS Parking Improvments	Date: 8/28/2	024
TRC CO #	2		
Owner CO #	NMR AB 0001		
Work Desciption	:		
Remove 54 cubic	yards of gravel for fire lane asphalt and	naul off site. Recompact	
gravel for added	asphalt.	1	
.abor:	Remove Gravel and recompact		\$2,200,00
abor:	Remove Gravel and recompact		\$3,200.00
	Remove Gravel and recompact  Loader, Roller, Trucking		\$3,200.00
quipment:			\$2,620.00
quipment:	Loader, Roller, Trucking		
quipment:	Loader, Roller, Trucking	Sub -Tota	\$2,620.00
quipment: Naterials:	Loader, Roller, Trucking	Sub -Tota	\$2,620.00 \$0.00 \$5,820.00
abor:  Equipment:  Materials:  Mark Up 15%	Loader, Roller, Trucking	Sub -Tota	\$2,620.00



# **Architectural Bulletin No. 0001**

August 26, 2024

# Corning HS Parking Improvements NMR Project No. 23-2065

To:

Jeremy Iwen

Owner:

Randy Hill Construction 5237 Mallard Estate Drive Chico, CA 95973

From: Dean Furio

Agency Project No.:

Title: VE changes

Contract Date:

#### **Proposal Request:**

Please submit an itemized quotation for changes in the Contract Sum and/or Time incidental to proposed modifications to the Contract Documents described herein. DO NOT PROCEED WITH THE WORK DESCRIBED HEREIN UNTIL SO AUTHORIZED.

#### Description:

Please provide two separate price items:

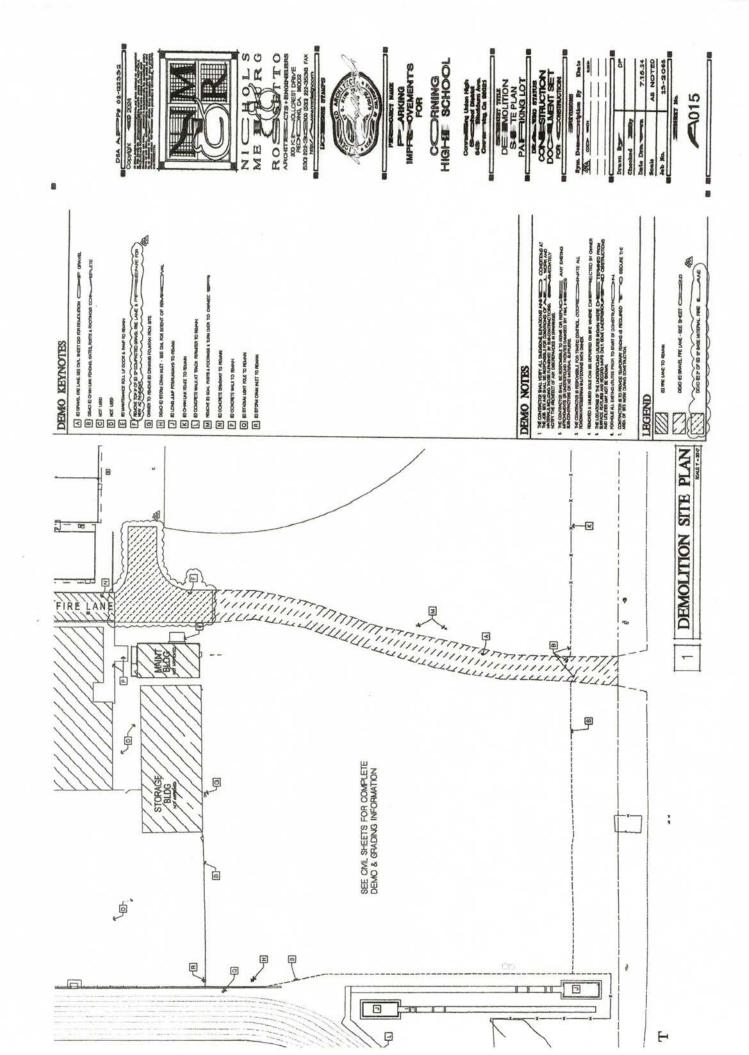
- 1. Provide credits for deleting the west rolling gate.
- 2. Provide pricing for removing 3" of base material as discussed, groom and compact material and install ac payment flush to existing conc walk and conc fire lane.

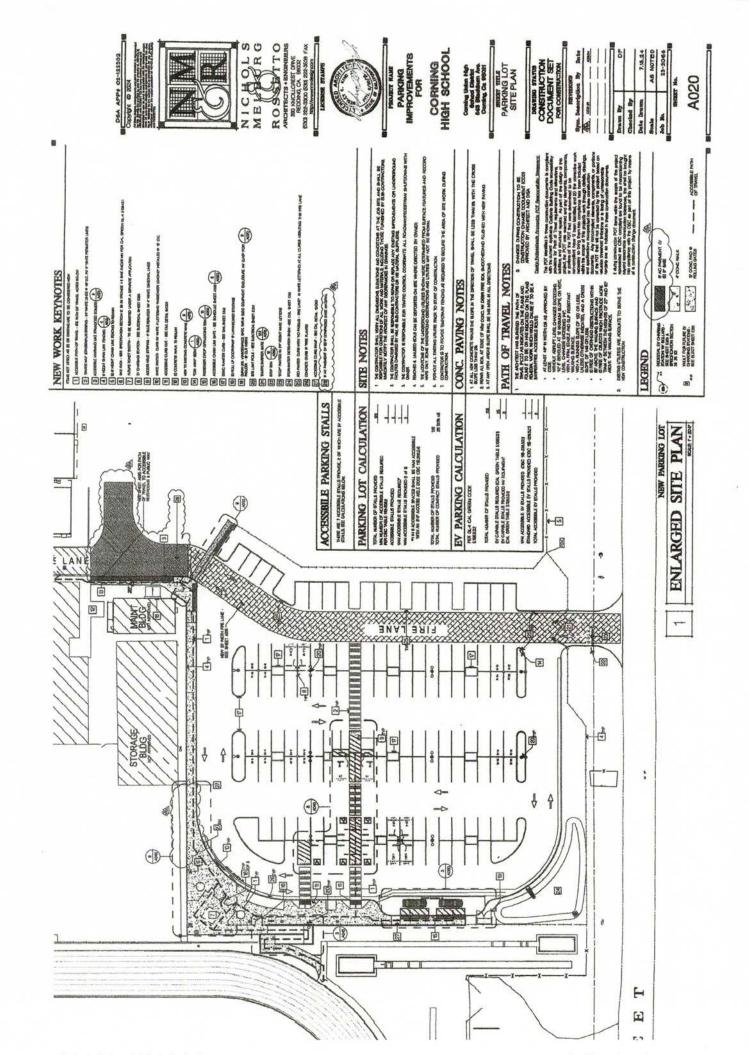
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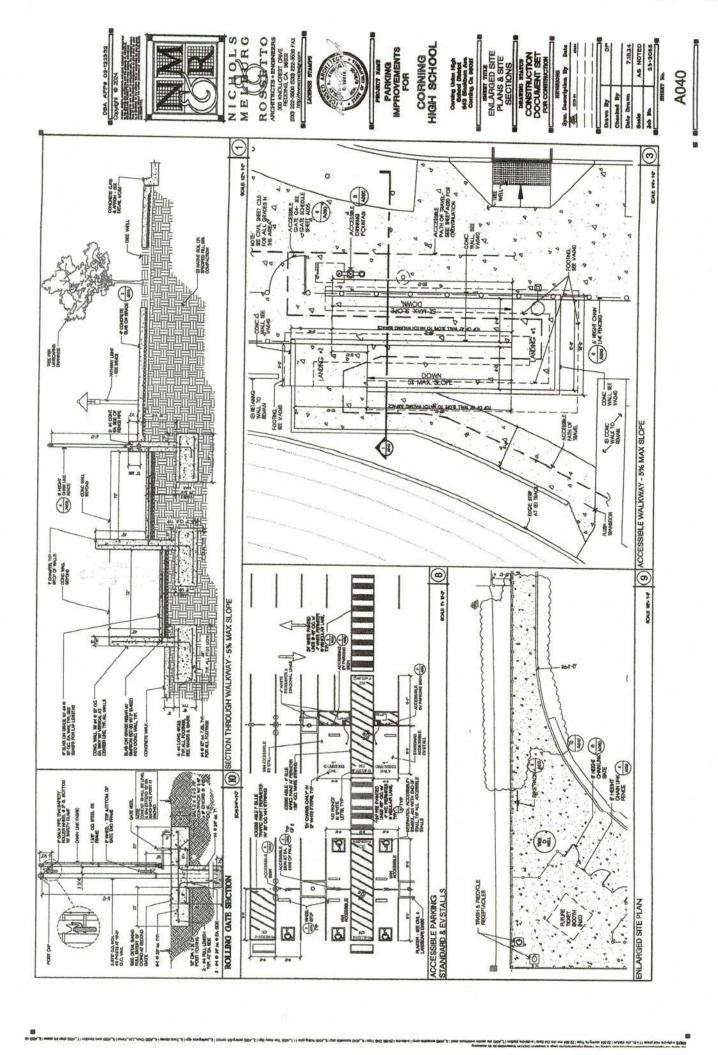
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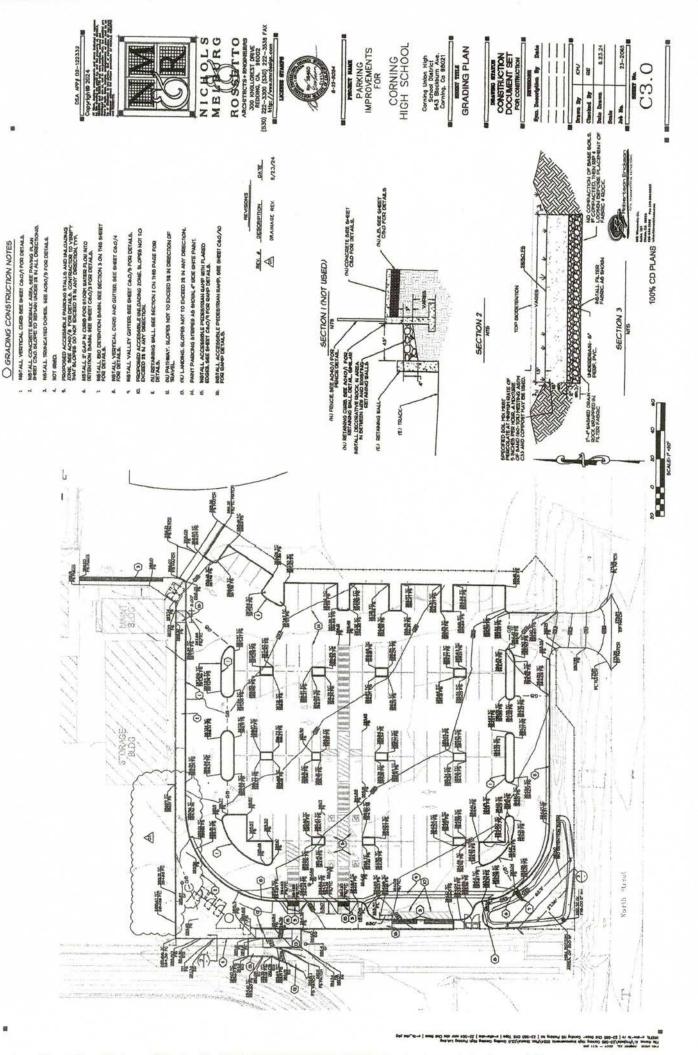
Wesley King - NMR
Dean Furio - NMR
Zane Schreder - Schreder & Associates
Chuck Aulabaugh - Aulabaugh Inspection Services
Quan Mai - NMR

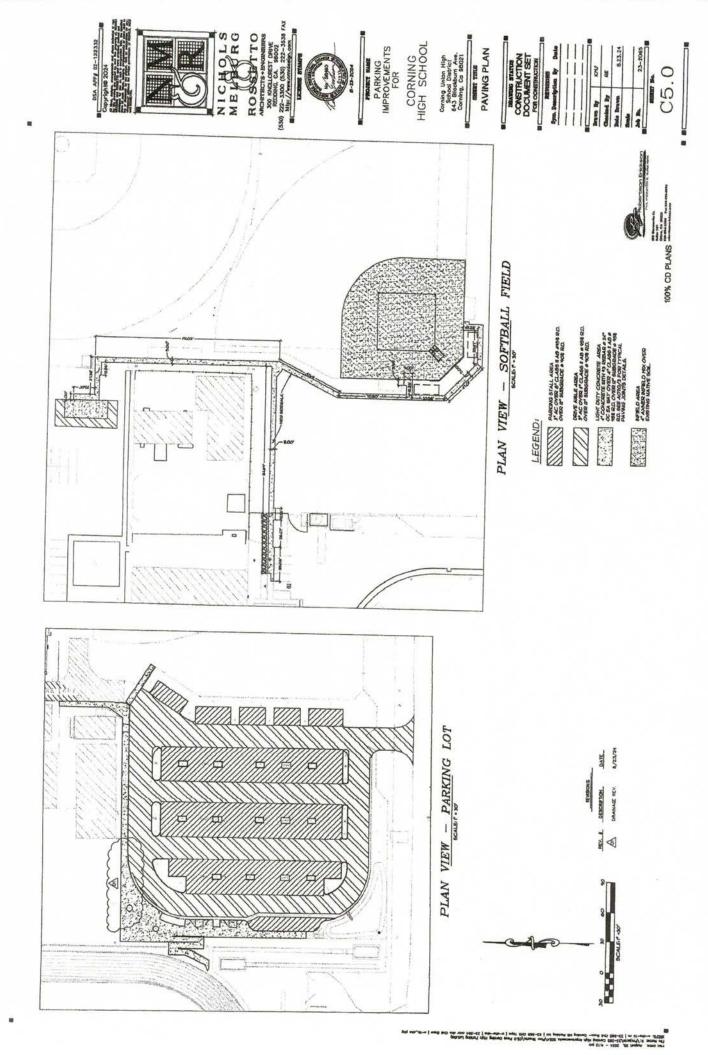
Miguel Barriga - Corning Union High School District Joe Fenske - Corning Union High School District

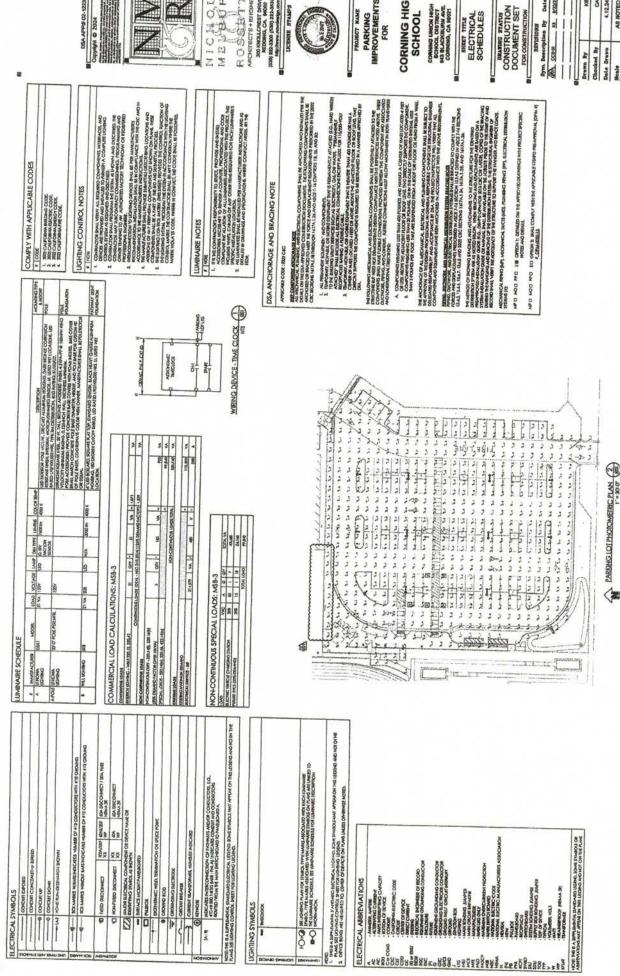












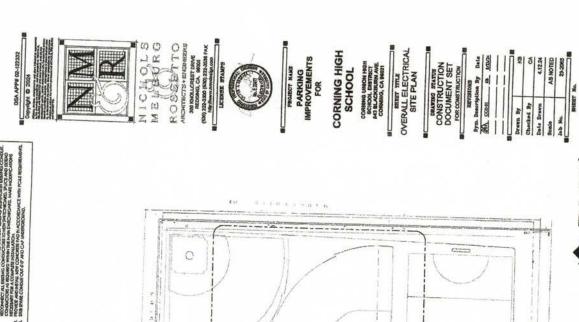
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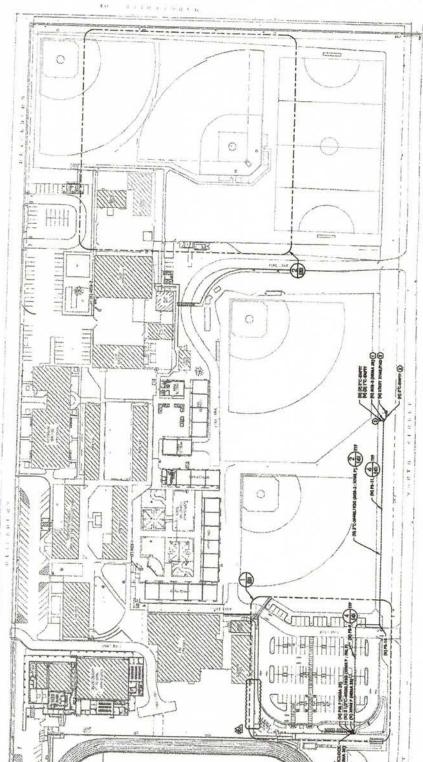
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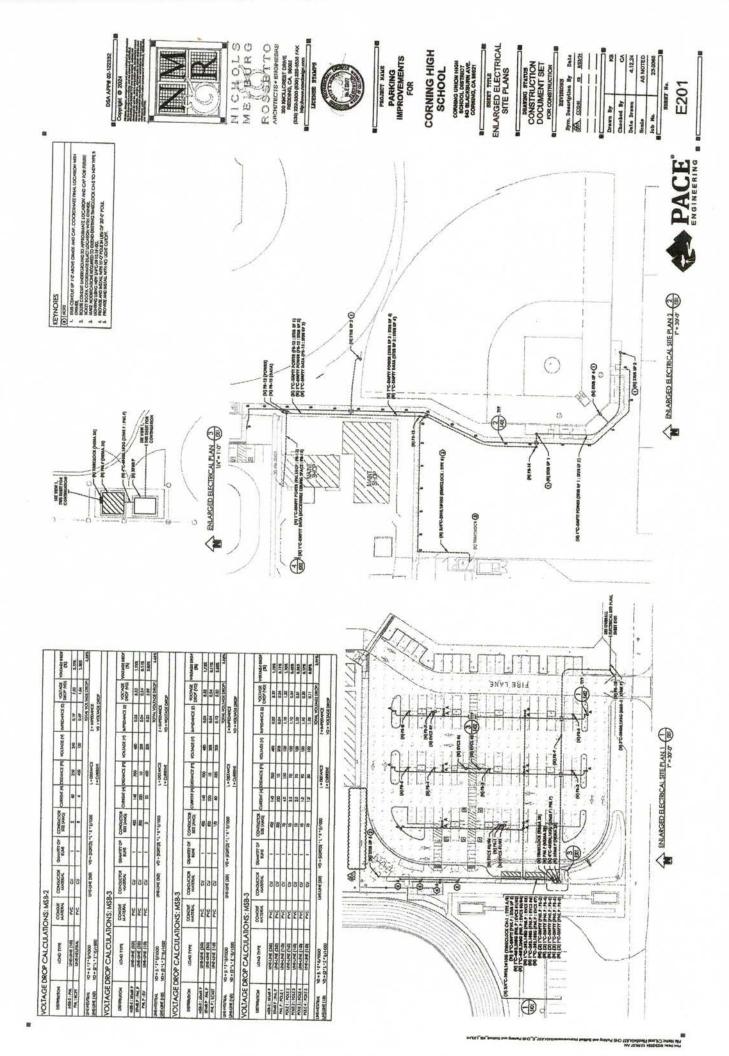
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OVERALL BECTRICAL SITE PLAN





# Architectural Bulletin No. 0001

August 26, 2024

Corning HS Parking Improvements NMR Project No. 23-2065

To:

Jeremy Iwen

Owner:

Randy Hill Construction 5237 Mallard Estate Drive

Chico, CA 95973

From: Dean Furio

Agency Project No.:

Title: VE changes

Contract Date:

## **Proposal Request:**

Please submit an itemized quotation for changes in the Contract Sum and/or Time incidental to proposed modifications to the Contract Documents described herein. DO NOT PROCEED WITH THE WORK DESCRIBED HEREIN UNTIL SO AUTHORIZED.

### Description:

Please provide two separate price items:

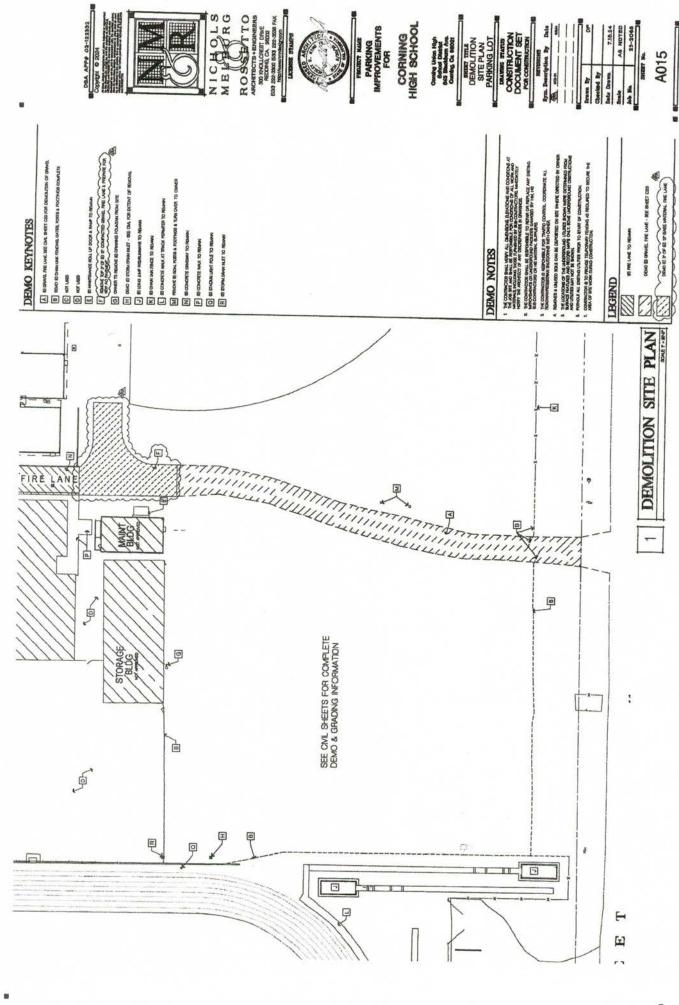
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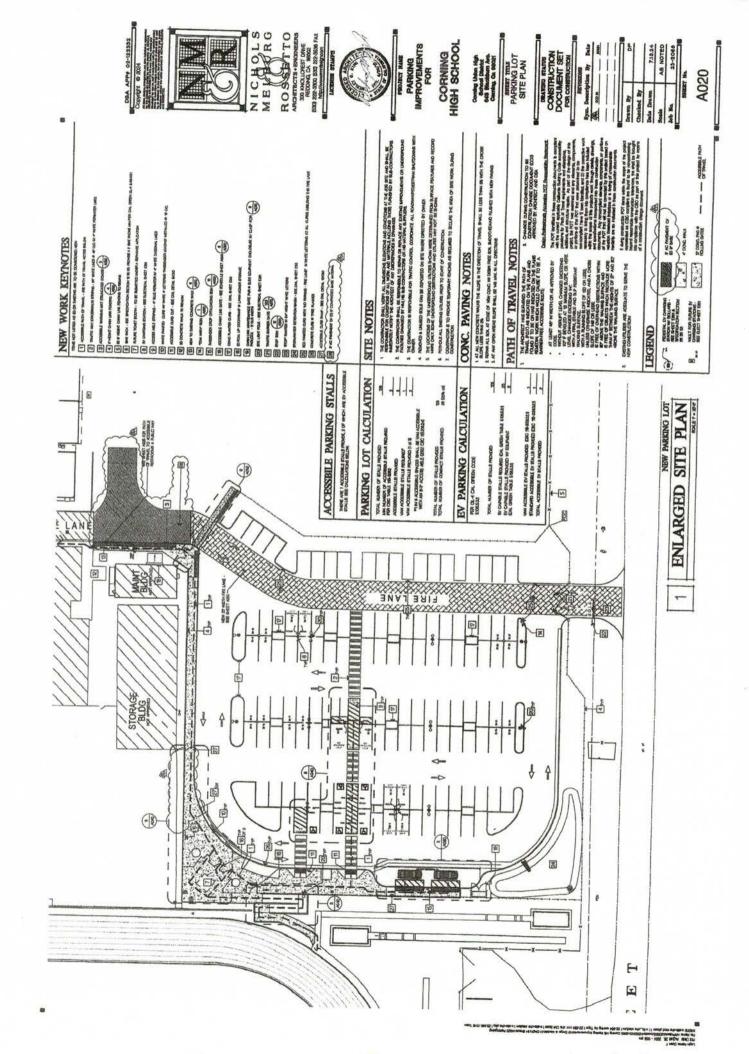
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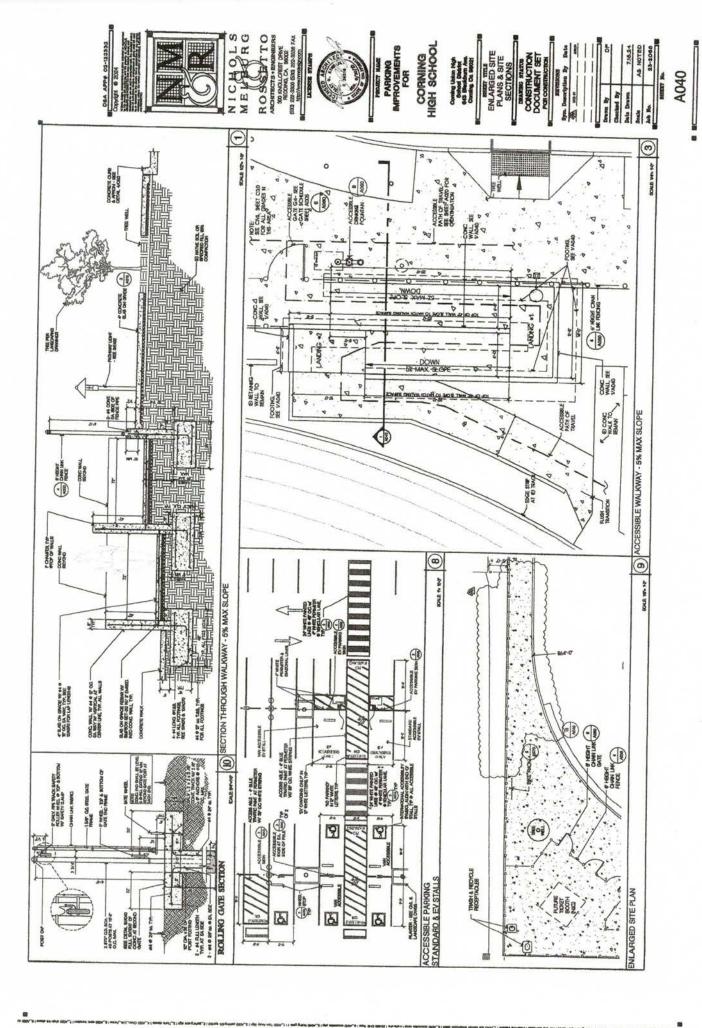
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Wesley King - NMR
Dean Furio - NMR
Zane Schreder - Schreder & Associates
Chuck Aulabaugh - Aulabaugh Inspection Services
Quan Mai - NMR
Miguel Barriga - Corning Union High School District
Joe Fenske - Coming Union High School District

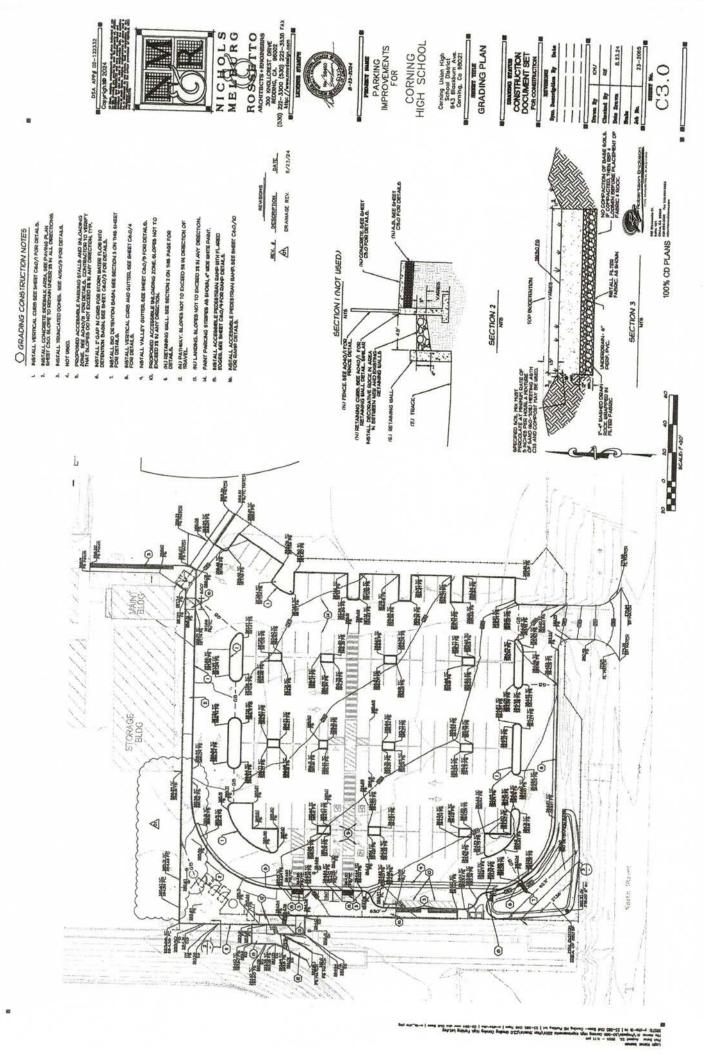
Phone: (530) 222-3300 Fax: (530) 222-3538

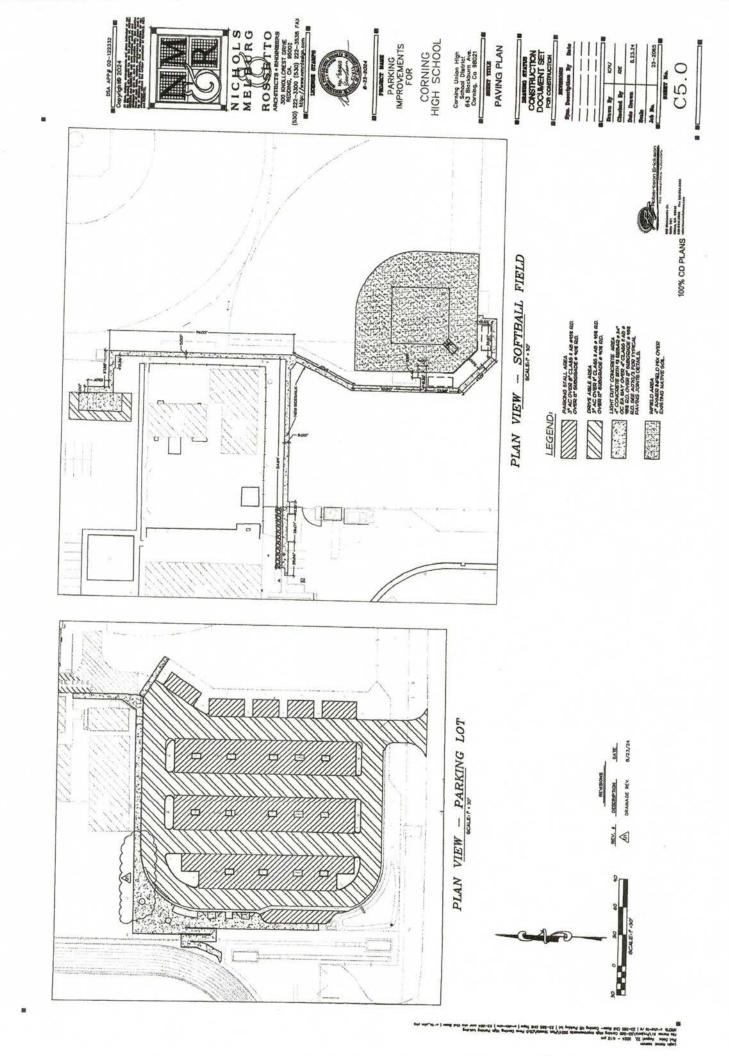






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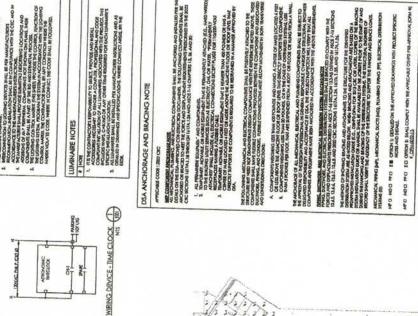
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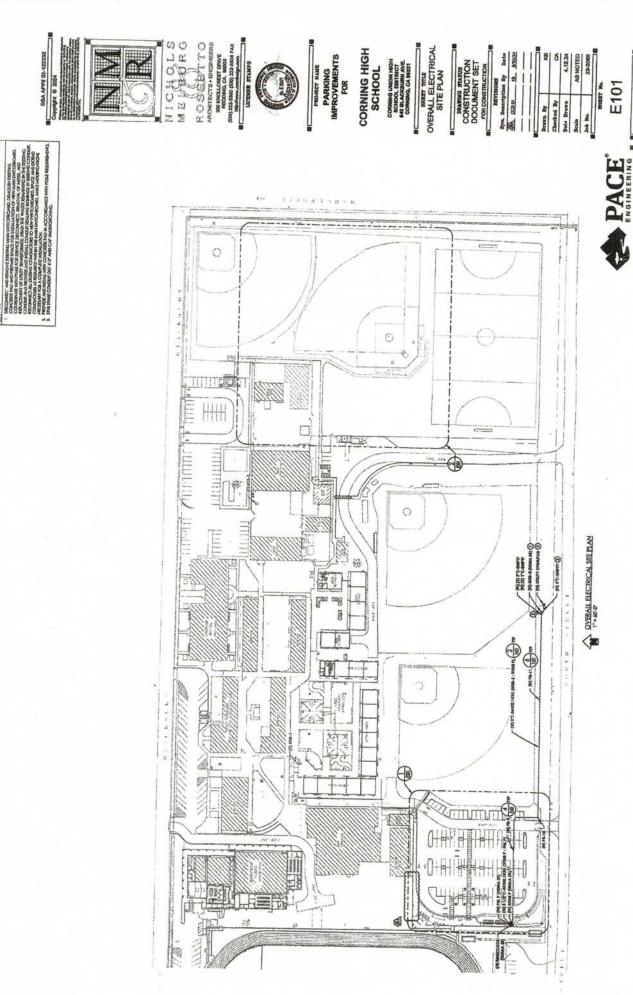
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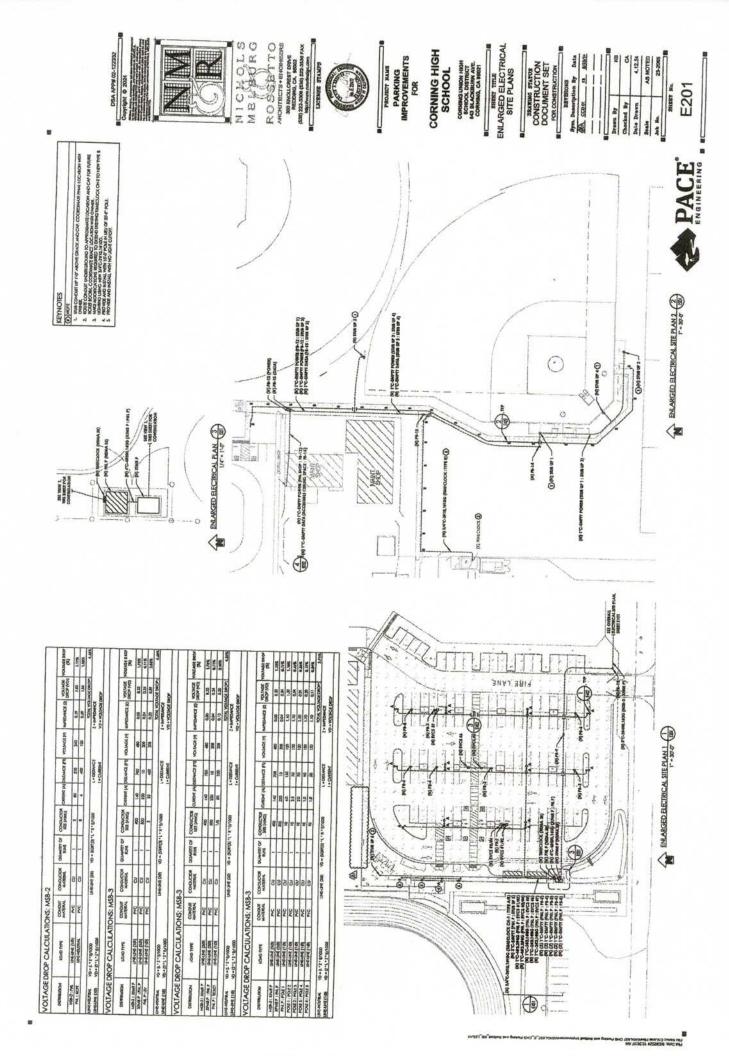
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PARKING LOT PHOTOMETRIC PLAN (2) ( =

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## **CHANGE ORDER**

2570 99300			
PROJECT:	Corning HS Parking Lot	CHANGE ORDER NUMBER: 03	
		DATE: 8/28/2024	ŀ
	5 ( )	PROJECT NO.:	
то:	Randy Hill Construction	CONTRACT DATE:	
#	ct is changed as follows:  Description		To a
#		of 72 Iron Faming vv./ (2) 42 Walls Catala (4) 52 Walls	Cost
	Gate, (2) Pedestrian Gates, (1) 10' Do	of 7' Iron Fencing w/ (3) 4' Walk Gates, (1) 5' Walk uble Swing Gate, (1) 20' Roll Gate and (1) 26' Vehicle m recent Corning Elementary Schools fencing bid)	\$ 42,115.00
		Total	C 42 445 00
		Total	\$ 42,115.00
Net change The Contra This Change	l Contract Sum was by previously authorized Change order ct Sum prior to this Change order was conder in the amount of		\$ 208,273.00 \$ (3,320.00) \$ 204,953.00 \$ 42,115.00
OWNER CO	antract Sum including this Change order	Miguel Barriga	\$247,068.00 8/30 (202) DATE
CONTRACTO	DR .	BY	DATE
ARCHITECT		BY	DATE
vot official u	intil signed by at least one authorized projec	ct representative.	

## **BID PROPOSAL**



Mailing Address:

2485 Notre Dame Blvd., Ste 370, #31

Chico, CA 95928

Chico 530.891.1346
Paradise 530.877.2947
office@northerncafence.com
john@northerncafence.com

State License # 904110

Building Fence Since 1988

Bid Proposal Submitted To:

Randy Hill Construction

Phone:

Email:

Job Location: 643 Blackburn Avenue, Corning

Date: 08/28/2024

## Description: Corning High School Parking Lot Alternative Iron Fencing

Parking Lot: 808 of 7' Iron Fencing w/ (3) 4' Walk Gates, (1) 5' Walk Gate, (2) Pedestrian Gates, (1) 10' Double Swing Gate, (1) 20' Roll Gate and (1) 26' Vehicle Barrier gate

Specs: (match recent Corning Elementary Schools specs)

- Style: Ameristar Montage Commercial, 3-rail, Genesis
- End/Line post: 3" x 12ga post, 12x36 footing, 8'oc max.
  - o 6' spacing on ramp wall
- Gate post: 4" x 11ga, 12x36 footing
- 36" Panic gates
  - o w/ 2x2 mesh fill,
  - o 10' kickplate on push side,
  - Mammoth self-closing hinges
  - Von Duprin panic hardware (interchangeable contractor core, district keying not included)
- 4' & 5' Walk gates
  - GL1 electromechanical latch (not electrified)
  - BadAss weldable hinges
- 20' Slide gate
  - GL1 electromechanical latch (not electrified)
  - Manufacturer mesh fill,
  - o plated v-track w/ 3/8"x 2 3/4" bolts
  - o concrete beam by others

#### NOTES:

- Pricing based upon previous changes in CO1 & CO2 and layout revision 8/28/24
- No Demo included in pricing.
- Sleeves provided for fence in retaining wall, concrete contractor to set.
- Posts set prior to concrete flatwork in affected areas. Finish grade to be marked at layout walkthrough.
- Underground utilities within fence lines must be clearly marked. NCF is not responsible for damages to unmarked utilities.
- Spoils to be spread on site.

## **RANDY HILL CONSTRUCTION**

5237 Mallard Estates Drive - Chico, CA 95973

PROJECT: Co	rning Parking Lot and So	ftball Project	DATE ISSUED:		8/29/2024
Change Order Requ	est #: 2				
ı	Cost to change the chain link cocation of fencing is shown/ with this change.			K - The state of	ated
		Nort	hern California Fencing	\$	42,115.0
			Subcontractor Subtotal	\$	42,115.0
			Overhead And Profit	\$	6,317.2
			Subtotal	\$	48,432.2
		Randy	Hill Construction Work		
			Labor Labor Markup	\$	480.0 96.0
			Material & Other Material & Other Markup		
			RHCI Subtotal	\$	576.0
		Subtotal	Subcontractor & RHCI	\$	49,008.2
			Daily Rate	\$	
			Bonds	\$	490.0
		1	Γotal this Change Order	\$	49,498.3
ADDITIONAL WORK	ING DAYS REQUESTED	0			
Comments: lo	ocation of fencing per drawing	sent on 8-28. No other fo	encing included.		
EESD Represent	tative		Randy Hill Const	ruc	tion Inc.

**Randy Hill Construction** 

Phone: 530-892-1918 Fax: 899-1919

# **RANDY HILL CONSTRUCTION**

5237 Mallard Estates Drive - Chico, CA 95973

PROJECT: Corning Parking Lot and Softball Project	DATE ISSUED:	9/3/2024
Change Order Request #: 4		
DESCRIPTION: Cost to remove rolling gate, bollards, AC and addit Cost also has the new concrete work and fencing	ional concrete as shown in AB0 needed and as shown in AB001.	01.
	Travis Root Construction Sorthern California Fencec Eagle Paving	(3,950.00
	Subcontractor Subtotal \$	(13,795.25
	Overhead And Profit	
	Subtotal \$	(13,795.25
Ran	dy Hill Construction Work	
	Labor Labor Markup	
	Material & Other Material & Other Markup	
	RHCI Subtotal \$	
Subtot	tal Subcontractor & RHCI \$	(13,795.25)
	Daily Rate \$	-
	Bonds	
	Total this Change Order \$	(13,795.25)
ADDITIONAL WORKING DAYS REQUESTED 0		
Comments:		
Corning High School Representative	Randy Hill Construc	tion Inc.

**Randy Hill Construction** 

Phone: 530-892-1918 Fax: 899-1919

# TRAVIS ROOT CONSTRUCTION

Project: Cor	rning HS Parking Improvments	Date:	8/28/202	4
TRC CO #	1			
Owner CO #	NMR AB 0001			
Work Desciption				
Delete 10" con	crete, delete 6 bollards, delete 2 truncated	domes delete		
Add curb along	ot gate area per AB #0001 parking area where deleted ramp and dor to of 10" concrete that was deleted.	nes were removed an	nd walkway	
Labor:	Labor for Bollards, Ramps, Domes			-\$1,520.00
Equipment:	Auger for bollards			-\$460.00
Materials:	Bollards, Truncated Domes, Concre	te		-\$4,510.00
		24	Sub -Total	-\$6,490.00
Mark Up 15%				\$0.00
			Total	-\$6,490.00



OWNER	FIELD	
ARCHITECT	OTHER	
CONTRACTOR		

## **CHANGE ORDER**

PROJECT:	: Corning HS Parking Lot	CHANGE ORDER NUMBER: 02	i
		DATE: 8/	
		PROJECT NO.:	20/2027
TO:	Randy Hill Construction	CONTRACT DATE:	
The Contra	act is changed as follows:		
#	Description		Cost
	A20 plan changes - remove 34' roll g	ate and bollards, add fencing to fill space	\$ (3,950.00
			\$ (3,930.00
			Total \$ (3,950.00
	SIGNED: <u>Carris Moors</u> Northern California Fenc	e	
Net change The Contrac This Change	Carre 1100 ac	ers	\$ 208,273.00 \$ 630.00 \$ 208,903.00 \$ (3,950.00) \$ 204,953.00
Net change The Contrac This Change	Northern California Fence  I Contract Sum was by previously authorized Change order Sum prior to this Change order was a Order in the amount of	ers	\$ 630.00 \$ 208,903.00 \$ (3,950.00)
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2848 Tarmac Rd.
Redding, CA 96003-7320
Tel. (530) 221-4194 FAX (530) 221-4312
Insured · Bonded
Contractor's License No 1037504
DIR No. 1000852691
eaglepav@sbcglobal.net
QUALIFIED SBE

## **AGREEMENT**

Let it be known that the contents here stated:

RANDY HILL CONSTRUCTION – JEREMY seeks the professional services of Eagle Paving & Grading, hereafter referred to as Eagle, for the purposes of:

JOB LOCATION: CORNING HIGH SCHOOL

AS PER A.B. - 001

DELETE ASPHALT PAVING BEHIND WEST ROLLING GATE APPROXIMATELY 25 TN. AT \$134.21 PER TN.

FOR A TOTAL DEDUCTION OF <- \$3,355.25 >

ADDITIONAL PAVING AT FIRE TRUCK TURN AROUND APPROXIMATELY 55 TN AT \$134.21 PER TN.

FOR A TOTAL ADD OF \$7,381.55

**TOTAL CHANGE ORDER - \$4,026.30** 

PRICE IS BASED ON PRICE OF ASPHALT AT THE PLANT ON THIS DATE, AUGUST 29, 2024. PRICE SUBJECT TO INCREASE DUE TO FLUCTUATING OIL PRICES. DUE TO CIRCUMSTANCES BEYOND OUR CONTROL, ASPHALT PRICES ARE SUBJECT TO INCREASE AT ANY TIME WHICH WILL MAKE IT NECESSARY TO ADJUST OUR CONTRACT PRICE. WE APOLOGIZE FOR ANY INCONVENIENCE THIS MAY CAUSE YOU.

EXCLUSIONS: BONDING, TESTING, PERMITS, SURVEYING, PRIME COAT, FOG SEALING, HEADER BOARD, SOIL STERILANT, OFF SITE WORK, DEMOLITION, RAMPS, DIKES, STRIPING, SIGNAGE, CAR BUMPERS, SEAL COAT, CRACK-FILLER, AGGREGATE BASE, SAW-CUTTING, EXCAVATED SPOILS EXPORT, UTILITY TRENCH COMPACTION, BASE MATERIAL UNDER SIDE WALKS, BASE MATERIAL UNDER BUILDING PADS, SHOULDER BACKING, SPEED BUMPS, RAISING GRATES AND UTILITY BOXES, SOIL STERILANT UNDER CONCRETE, TRAFFIC CONTROL, ADDITIONAL MOVE INS. ANYTHING NOT SPECIFICALLY INCLUDED IS CONSIDERED EXCLUDED.

Purchaser agrees to pay eagle for the above described labor and materials upon completion of job, unless otherwise stated in this contract, the total sum of: AS SET FORTH ABOVE

SEE ABOVE FOR DETAIL

BID #2024-372

Job Name: CORNING HIGH SCHOOL

Today's Date: AUGUST 29, 2024



## Architectural Bulletin No. 0001

August 26, 2024

Corning HS Parking Improvements NMR Project No. 23-2065

To:

Jeremy Iwen

Owner:

Randy Hill Construction 5237 Mallard Estate Drive

Chico, CA 95973

From: Dean Furio

Agency Project No.:

Title: VE changes

Contract Date:

### **Proposal Request:**

Please submit an itemized quotation for changes in the Contract Sum and/or Time incidental to proposed modifications to the Contract Documents described herein. DO NOT PROCEED WITH THE WORK DESCRIBED HEREIN UNTIL SO AUTHORIZED.

### Description:

Please provide two separate price items:

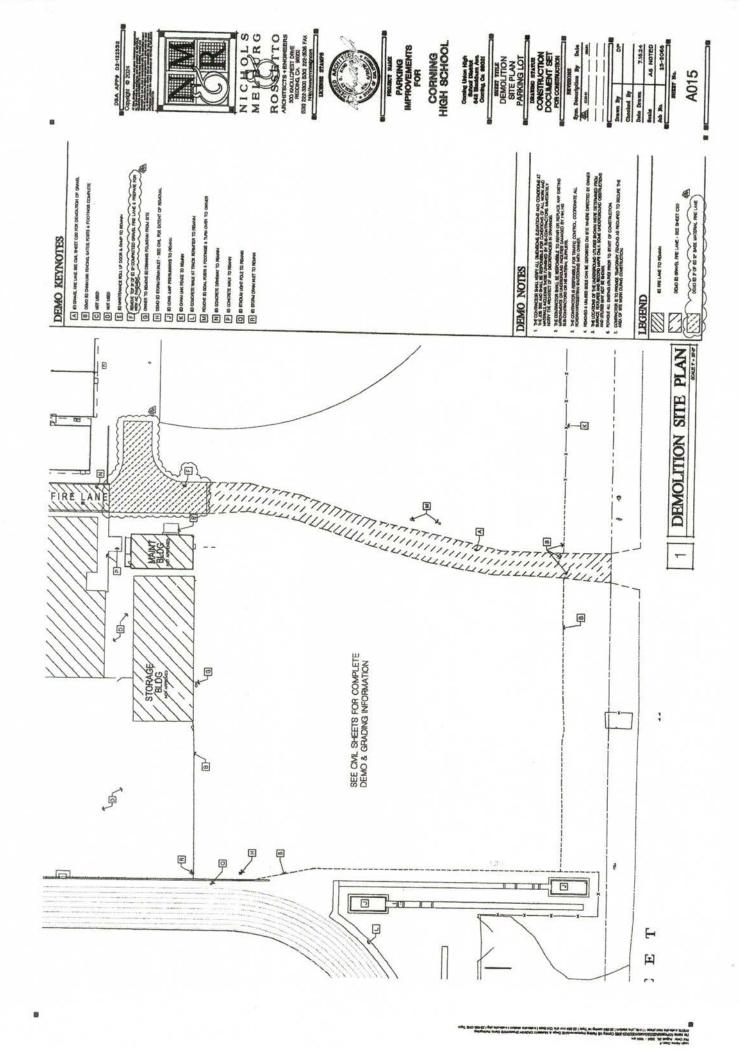
- Provide credits for deleting the west rolling gate.
- Provide pricing for removing 3" of base material as discussed, groom and compact material and install ac payment flush to existing conc walk and conc fire lane.

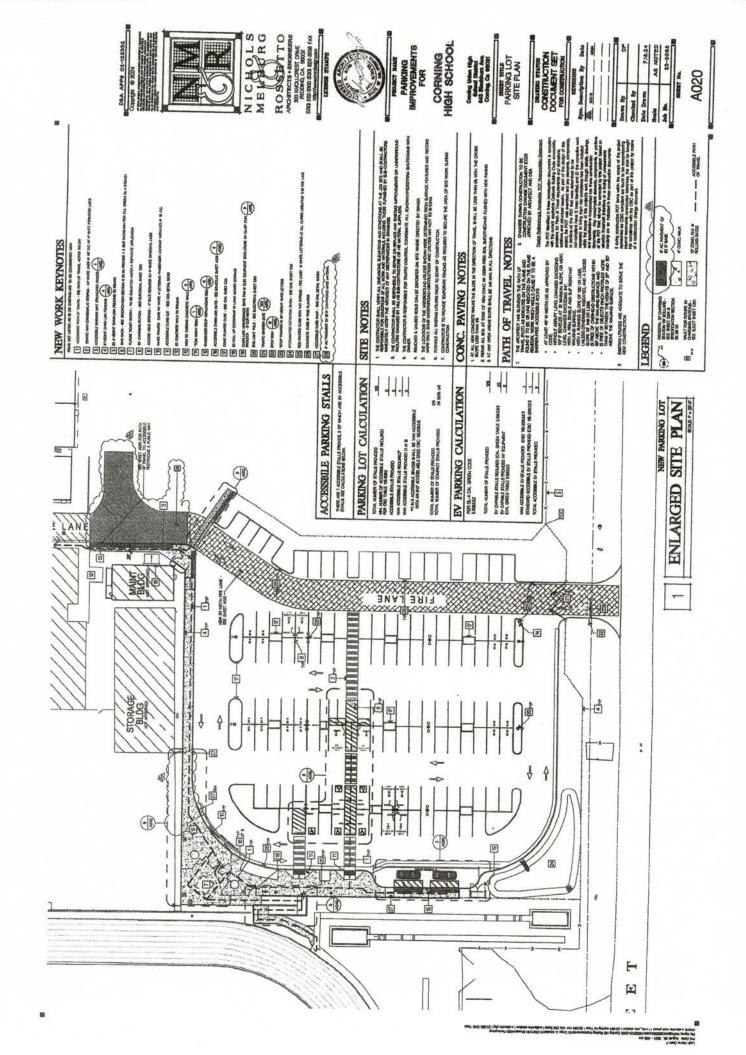
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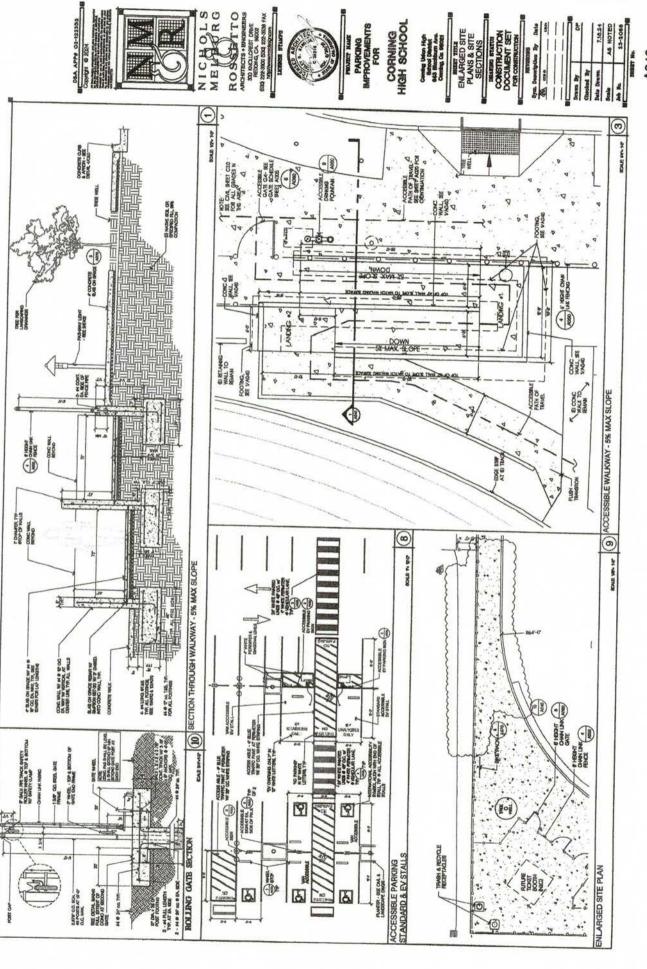
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Wesley King - NMR
Dean Furio - NMR
Zane Schreder - Schreder & Associates
Chuck Aulabaugh - Aulabaugh Inspection Services
Quan Mai - NMR
Miguel Barriga - Corning Union High School District
Joe Fenske - Corning Union High School District

Phone: (530) 222-3300 Fax: (530) 222-3538

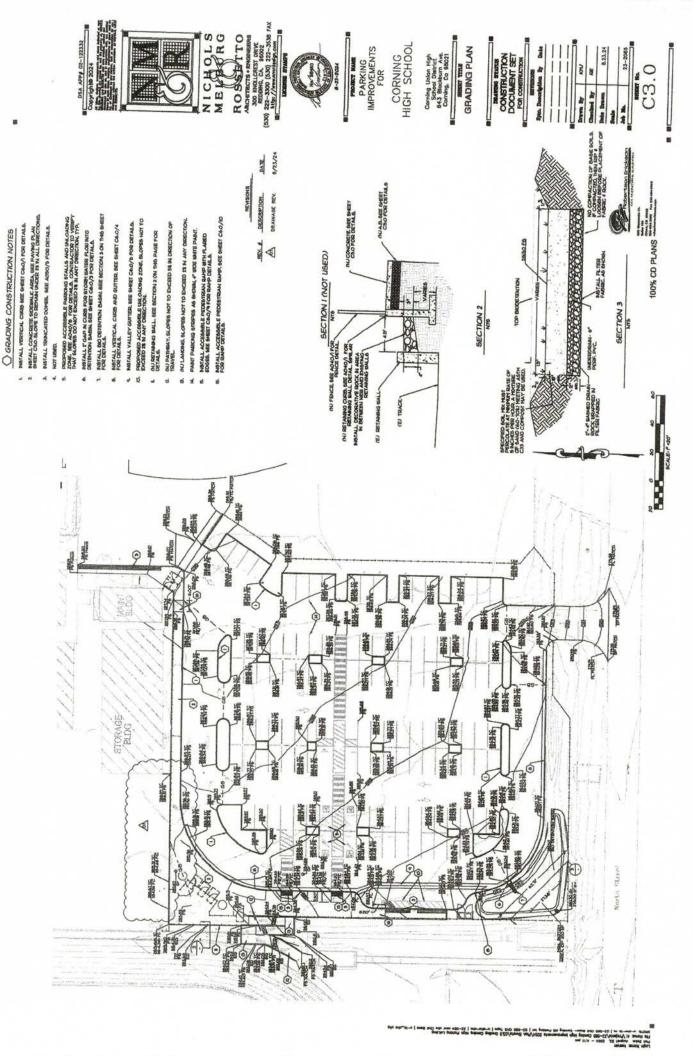


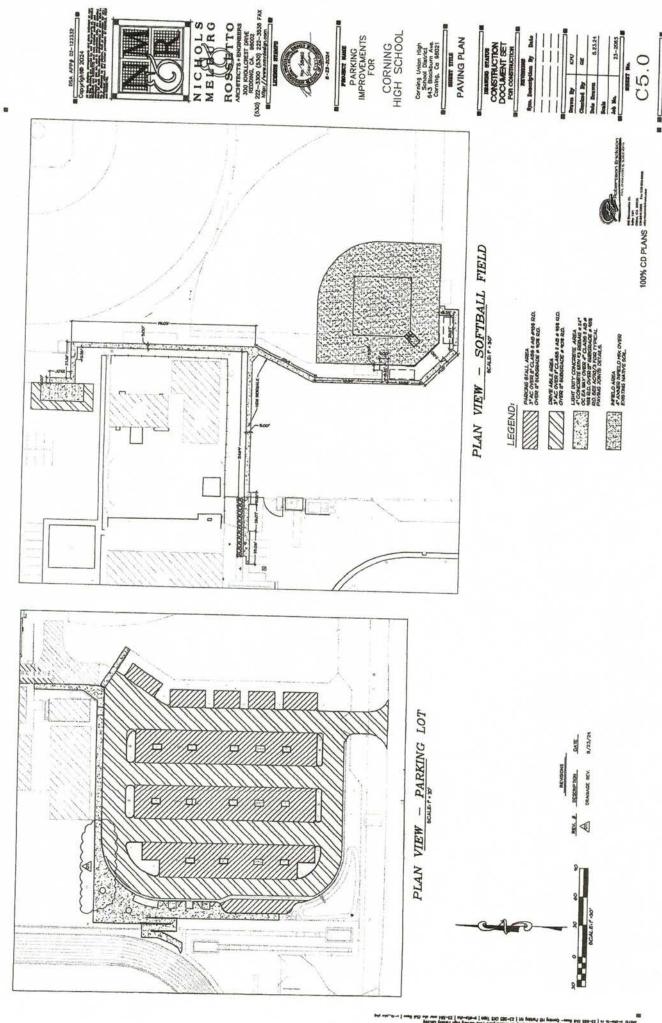


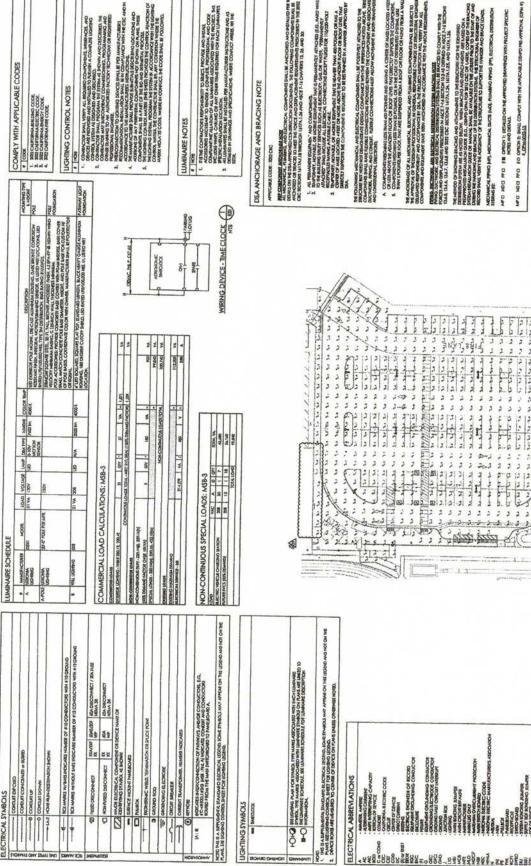


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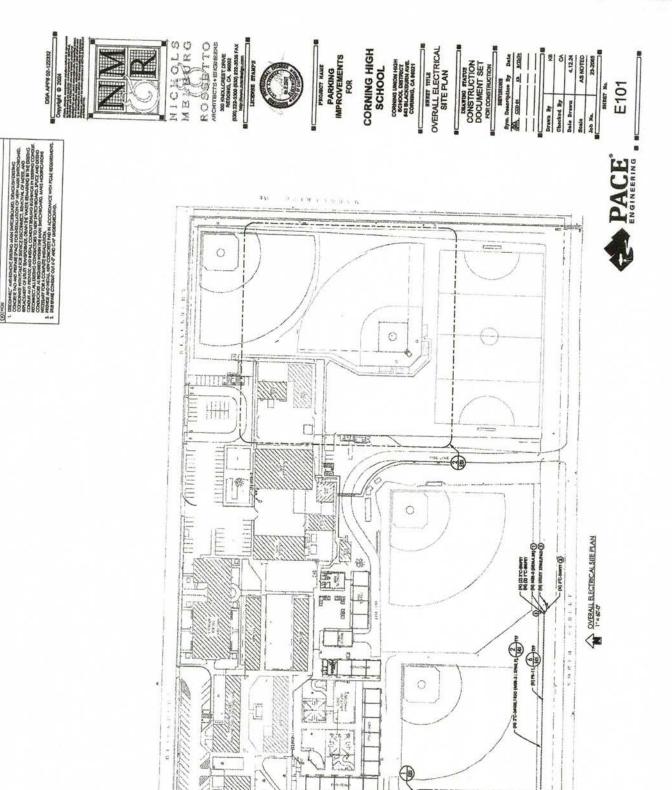
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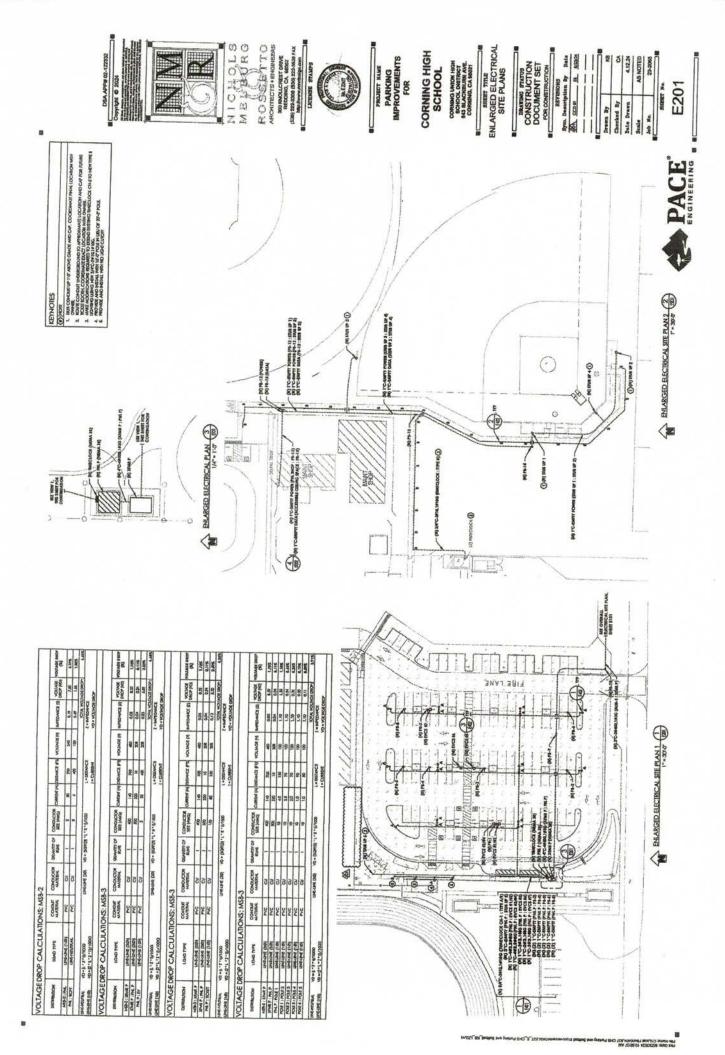
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PARKING LOT PHOTOMETRIC PLAN (2)



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## Architectural Bulletin No. 0001

August 26, 2024

Phone: (530) 222-3300

Fax: (530) 222-3538

Corning HS Parking Improvements NMR Project No. 23-2065

To:

Jeremy Iwen

Owner:

Randy Hill Construction 5237 Mallard Estate Drive

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From: Dean Furio

Agency Project No.:

Title: VE changes

Contract Date:

### **Proposal Request:**

Please submit an itemized quotation for changes in the Contract Sum and/or Time incidental to proposed modifications to the Contract Documents described herein. DO NOT PROCEED WITH THE WORK DESCRIBED HEREIN UNTIL SO AUTHORIZED.

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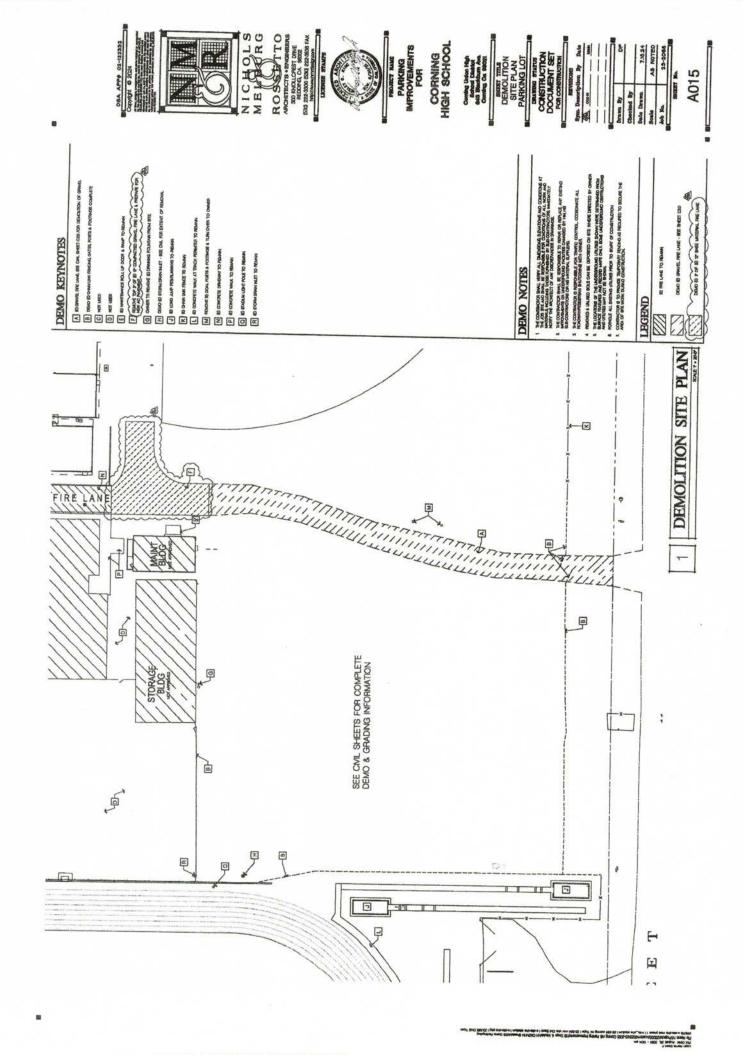
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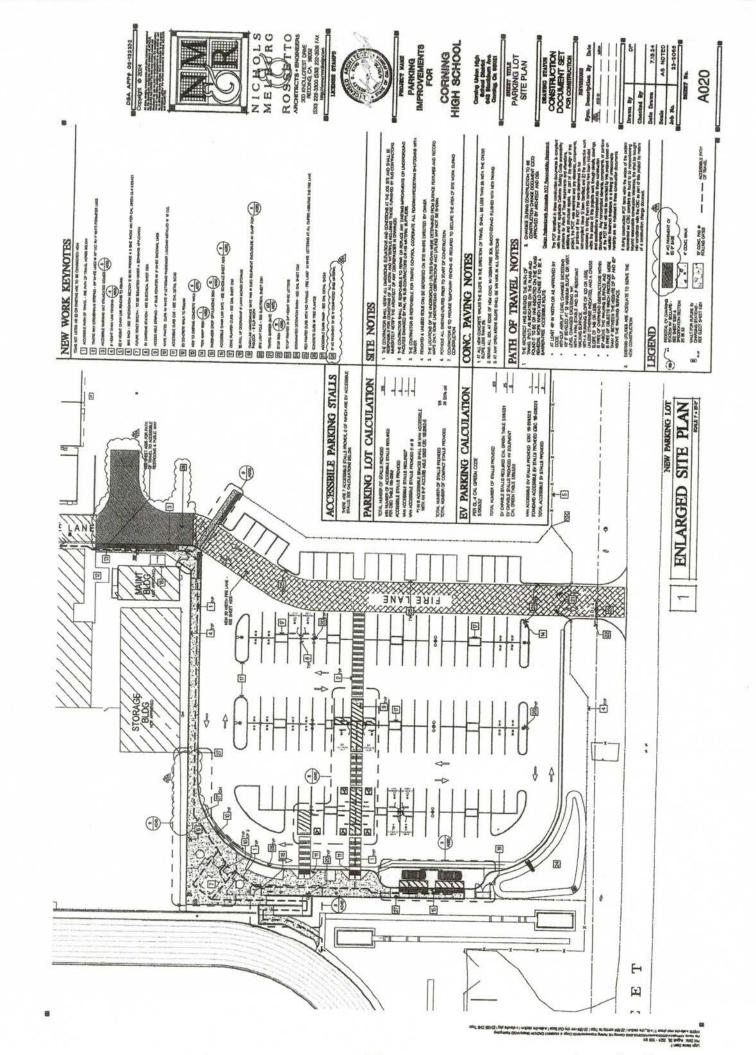
- 1. Provide credits for deleting the west rolling gate.
- 2. Provide pricing for removing 3" of base material as discussed, groom and compact material and install ac payment flush to existing conc walk and conc fire lane.

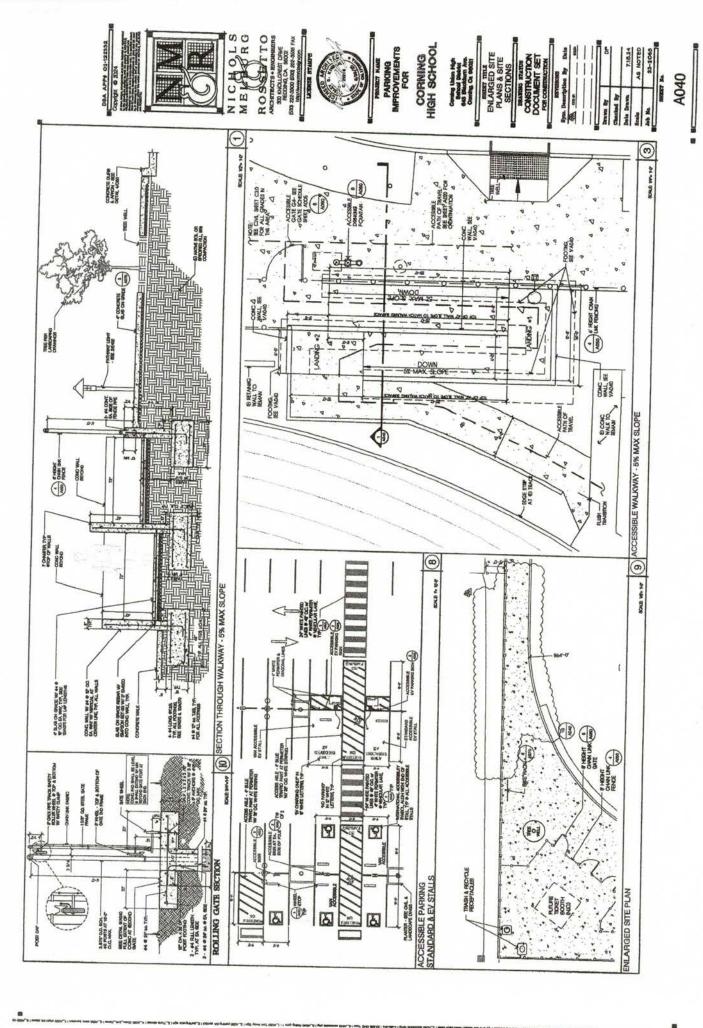
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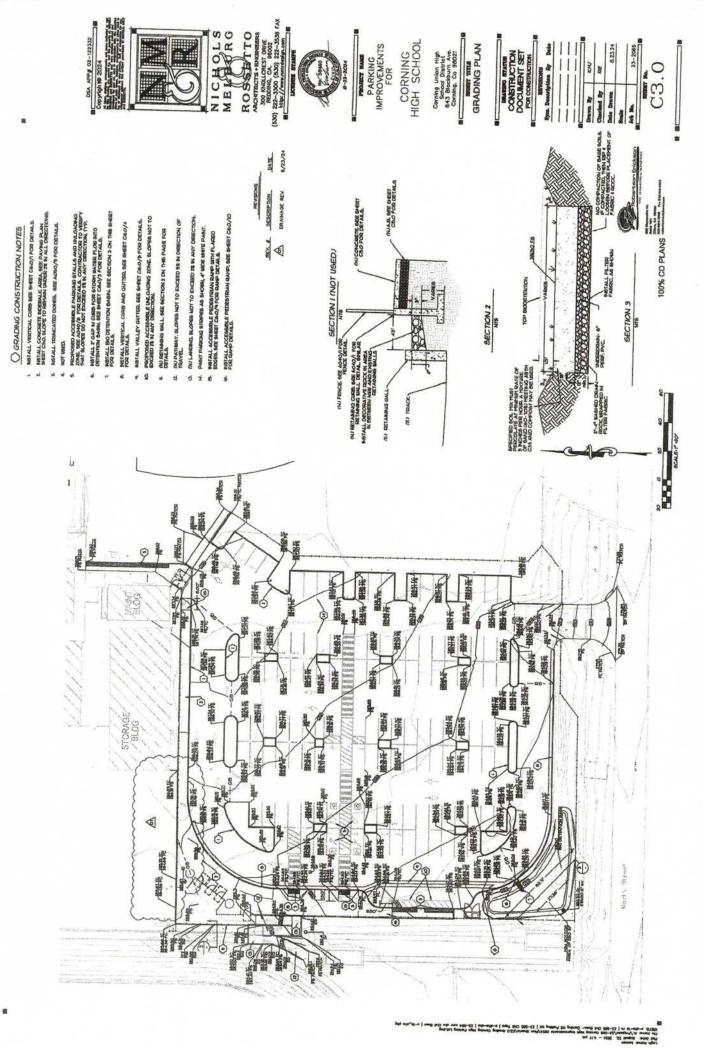
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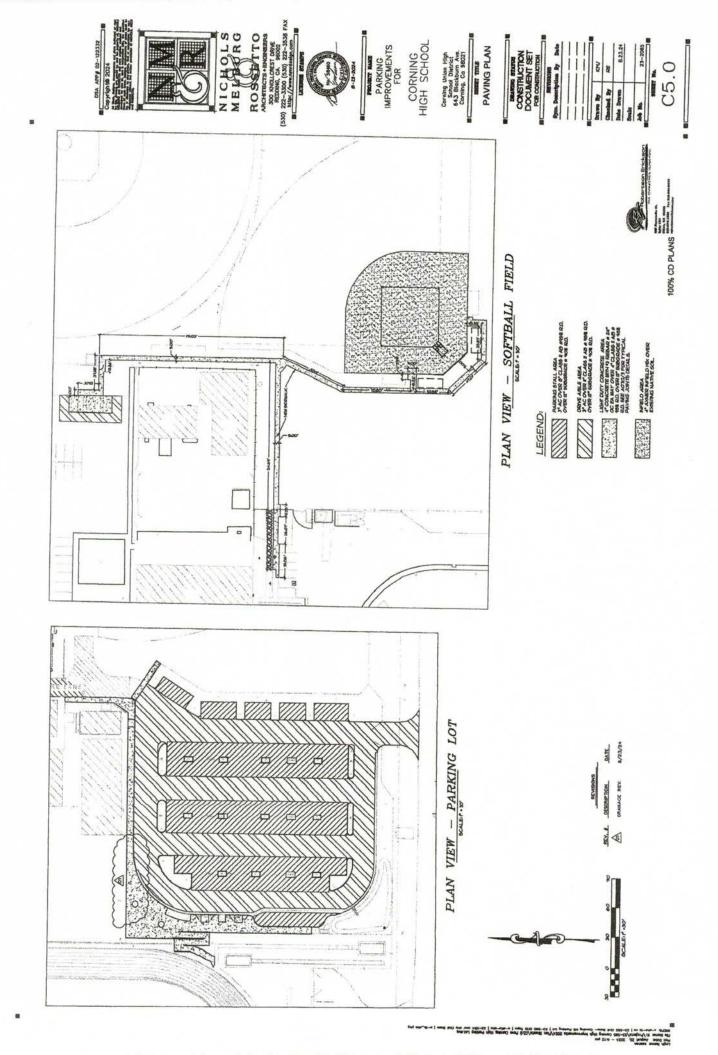
Wesley King - NMR
Dean Furio - NMR
Zane Schreder - Schreder & Associates
Chuck Aulabaugh - Aulabaugh Inspection Services
Quan Mai - NMR
Miguel Barriga - Corning Union High School District
Joe Fenske - Corning Union High School District

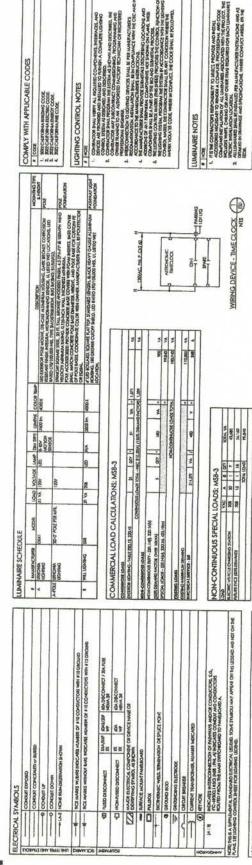


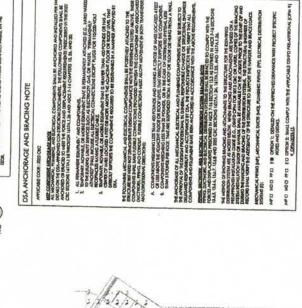












CORNING HIGH SCHOOL

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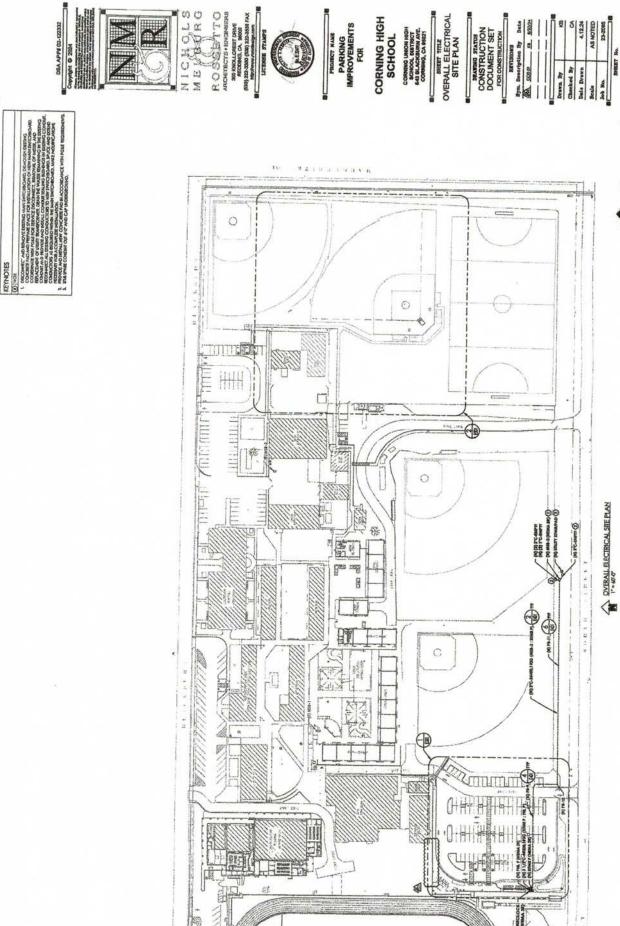
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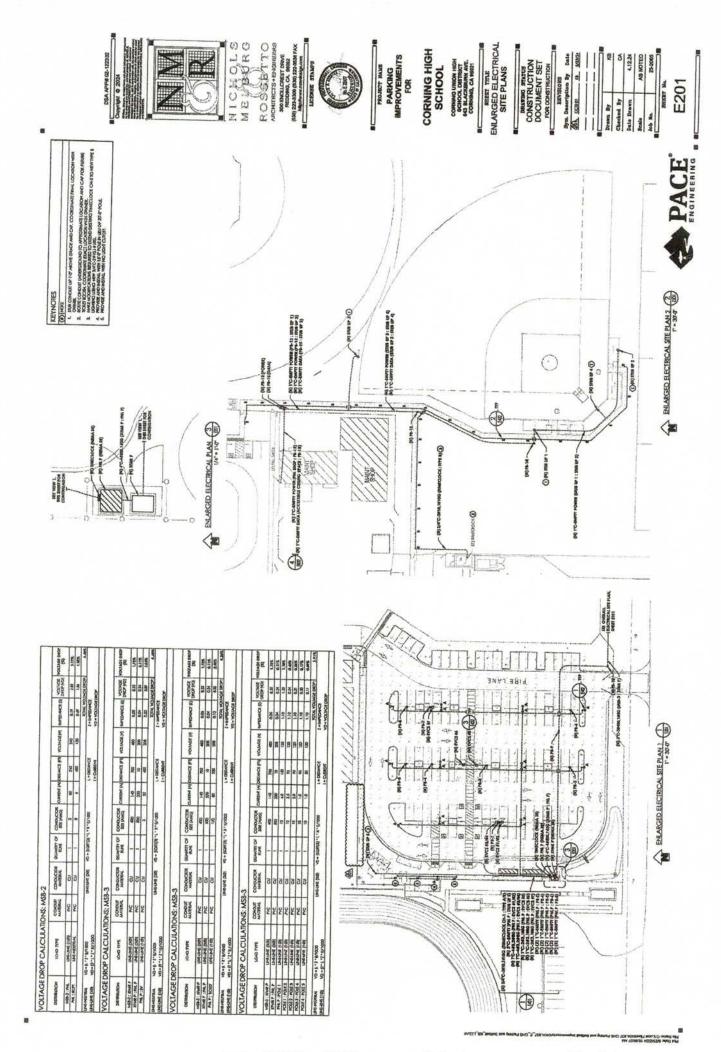
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# ORNING UNION HIGH SCHOOL DISTRICT

#### Miguel Barriga, Superintendent

Board Members: Larry Glover, James Bingham, Todd Henderson, Cody Lamb and Tony Turri

September 5, 2024

Banner Bank 1201 Solano Street Corning, CA 96021

To Whom It May Concern,

RE: Account Signatures

Please accept this letter as a formal request to have the signatures changed on the following Banner Bank Account effective immediately.

Account #

ASB Account should have Jared Caylor, Christine Fears and Charlie Troughton removed from the account and to add the following employees on the account:

Heather Felciano, Director of Special Ed Services

Myndee, Albers, ASB Administrative Assistant

Jason Armstrong, CUHS Principal

Justine Felton, Associate Principal

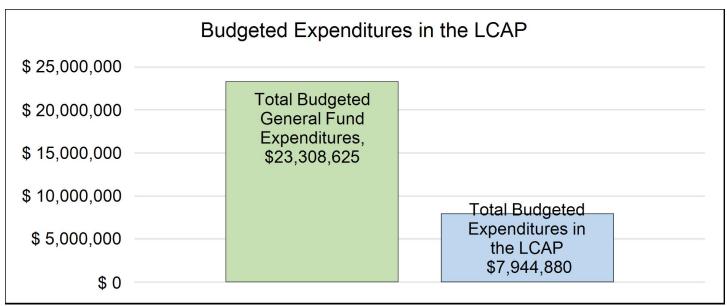
Jason Armstrong CUHS Principal Diana Davisson Chief Business Official

cc: File

643 Blackburn Ave. Corning, CA 96021 phone: (530) 824-8000 fax: (530) 824-8005

## **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 Corning Union High School Dist 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: Corning Union High School Dist plans to spend \$23308625 for the 2024-25 school year. Of that amount, \$7944880 is tied to actions/services in the LCAP and \$15,363,745 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

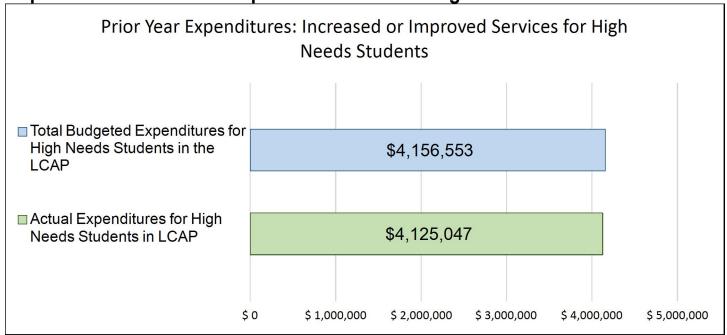
EXPENDITURES NOT INCLUDED IN THE LCAP INCLUDE THE FOLLOWING: LARGE PORTION OF ADMINISTRATION COSTS, ALL DISTRICT LEVEL COSTS, CAPITAL OUTLAY COSTS, AND OTHER RESOURCE EXPENDITURES THAT FALL INTO FUND 01.

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

In 2024-25, Corning Union High School Dist is projecting it will receive \$4417723 based on the enrollment of foster youth, English learner, and low-income students. Corning Union High School Dist must describe how it intends to increase or improve services for high needs students in the LCAP. Corning Union High School Dist plans to spend \$5943522 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 Corning Union High School Dist budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Corning Union High School Dist 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, Corning Union High School Dist's LCAP budgeted \$4156553 for planned actions to increase or improve services for high needs students. Corning Union High School Dist actually spent \$4125047 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$31,506 had the following impact on Corning Union High School Dist's ability to increase or improve services for high needs students:

THERE WAS NO IMPACT. COSTS CAME IN LOWER THAN ANTICPATED.

## **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	
Corning Union High School Dist	The state of the s	jcaylor@corninghs.org 530-824-8000	

## **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.

Corning Union High School District (CUHSD) is located in Corning, California, a small city in Tehama County known for its strong community spirit and rich agricultural background. Corning, often referred to as the "Olive Capital," is surrounded by beautiful landscapes, olive, almond, and walnut orchards and rolling hills of rangeland utilized by ranchers, all contributing to its local economy and charm. The area is characterized by its rural setting, which fosters a close-knit community where families, local businesses, and educators work collaboratively to support the youth and their education.

#### Community Overview:

Corning's community is diverse, with a blend of cultural backgrounds, including a significant Hispanic population that enriches the city with its traditions and celebrations. The community is supportive of its schools, often participating in school events, athletic competitions, and student achievements. Despite facing challenges common to rural areas, such as limited access to certain resources and services, Corning's residents take pride in their resilience and community engagement.

#### District Schools and Student Body:

CUHSD serves high school students from Corning and the surrounding areas, providing education from grades 9 through 12. The district is home to three schools, each catering to different needs and interests of its student body:

Corning High School: As the main high school within the district, it offers a comprehensive education with a wide range of academic and elective courses, including Advanced Placement (AP) and Career Technical Education (CTE) programs. The school boasts strong athletic and arts programs, encouraging students to engage in extracurricular activities.

Centennial High School: This alternative education option within CUHSD offers a more flexible learning environment for students who thrive outside traditional educational settings. Centennial focuses on personalized education plans, smaller class sizes, and additional support to help students succeed. This site is the recipient of Equity Multiplier funding.

Corning Independent Study: For students seeking a more autonomous learning experience, this program provides an opportunity to pursue their education through independent study, allowing for flexibility and self-paced learning.

#### Students

Based on the Full Dashboard Report 2023 for Corning Union High School District (CUHSD), the student population is diverse, with a significant representation of socioeconomically disadvantaged students, accounting for 77.2% of the enrollment. English Learners comprise 26.9% of the student body, highlighting the district's multicultural environment and the need for tailored English language learning programs. Foster youth represent a smaller segment of the population at 1.1%. This demographic snapshot underlines CUHSD's commitment to supporting a diverse student body, with particular emphasis on providing resources and programs that meet the unique needs of its students. The district's demographics reflect the broader characteristics of the Corning, CA community, which is known for its agricultural roots and cultural diversity. CUHSD's focus on inclusivity and equality is crucial in its mission to offer a supportive educational experience that respects and promotes the potential of every student.

In summary, Corning Union High School District is a pillar of the Corning, CA community, dedicated to nurturing the potential of every student. Through its schools, CUHSD strives to offer educational programs that are comprehensive, innovative, and adaptable to the changing needs of its students and the world they are preparing to enter.

#### **Reflections: Annual Performance**

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

Reflecting on the 2023 Full Dashboard Report for Corning Union High School District (CUHSD), the district's performance across various indicators provides a multifaceted view of its strengths and areas for improvement. The demographic data showcases a diverse student body with significant representation of socioeconomically disadvantaged students (77.2%) and English Learners (26.9%), underscoring the importance of targeted support and resources for these groups.

Academically, the performance in English Language Arts (ELA) and Mathematics presents a mixed picture. The district's performance in ELA and Math make it clear that there remains room for growth to meet and exceed state standards. In Mathematics, the challenges are more pronounced, with students' performance indicating a need for intensified focus and strategic interventions to improve outcomes and close the achievement gap. Specifically, English Learners, Hispanics, and Students with Disabilities all achieved in the lowest performance level. In ELA, Students with Disabilities and white students scored in the lowest subgroup.

The graduation rate, represented by a blue performance color, suggests that CUHSD is effectively supporting students towards completing their high school education, which is a significant achievement. No student subgroups scored lower than "green" on the dashboard in this category. However, the suspension rate, marked in red, highlights a critical area for action in creating a more positive and conducive learning environment that minimizes disruptions to students' education. All student subgroups in the district, with the exception of those who are Two or More Races, were ranked in the lowest achievement group regarding suspension.

In summary, while the 2023 Dashboard Report points to several achievements, particularly in supporting students to graduate, it also emphasizes the need for focused efforts in improving academic performance in core subjects, enhancing the school climate, and increasing engagement with families and the community. Addressing these areas will be crucial for CUHSD as it strives to provide an equitable and high-quality educational experience for all students.

In a review of our students scoring in the Red on the 23-24 School dashboard we have identified the following needs:

SUSPENSION: EL, Hispanic, Homeless, Socioeconomically disadvantaged, Students with Disabilities, and White. English learners and Hispanic students often face cultural misunderstandings and language barriers, while homeless and socioeconomically disadvantaged students struggle with instability, unmet basic needs, and stress-related behavioral issues. Students with disabilities often experience disciplinary actions due to behaviors linked to their conditions and a lack of proper accommodations. White students, particularly those from low-income backgrounds, are not immune to biases and the challenges of economic hardship. Addressing these disparities requires comprehensive strategies that include bias training for school staff, culturally responsive disciplinary policies, and increased support for vulnerable student

ELA: Students with Disabilities, White. For our students with disabilities, challenges often include difficulties with language processing, reading comprehension, and writing, often exacerbated by a lack of individualized support and appropriate accommodations in the classroom. White students from low-income backgrounds often struggle due to limited access to educational resources, less exposure to enriching language experiences, and higher levels of stress and instability at home.

Math: ALL, Students with Disabilities, English Learners, Hispanic, White: Students with disabilities often face cognitive challenges, such as difficulties with numerical processing and problem-solving, coupled with inadequate support and accommodations. English learners often struggle with language barriers that hinder their understanding of math vocabulary and concepts. Hispanic students face similar language challenges, along with cultural. White students from low-income backgrounds often lack access to quality educational resources and support, experience higher stress levels, and may encounter lower academic expectations.

ELIPI: Language barriers create significant challenges in understanding and engaging with the curriculum, which can impede language development. Additionally, these students often lack sufficient exposure to English outside of school, limiting their practice and reinforcement opportunities. Cultural differences make it harder for students to connect with the material.

#### **Reflections: Technical Assistance**

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

LEA has engaged in the MTSS technical assistance program of the Tehama County Department of Education. Assistance has included the training of school site Tier 1 leadership teams during the 23/24 school year. As part of this training, each leadership team has received

training and coaching in developing their understanding and leadership skills to positively impact identification of and implementation of effective Tier 1 strategies that support all students in meeting cognitive, emotional, social, interpersonal, and academic skill development. Teams have been guided in using the cycle of inquiry to analyze school systems and student performance with an emphasis on identifying gaps in instructional practices and student learning. This has also included a look at identification of equity gaps. Teams will continue to receive Tier 1 training during the 24/25 school year with training initiated for Tier 2 leadership teams.

## **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.

Centennial High School

#### Support for Identified Schools

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

CUHS leadership has participated in workshops focused on understanding data and plan requirements for addressing CSI components and needs. Staff and district leadership has collaborated to understand the needs of Centennial that resulted in the CSI identification. In addition this collaboration has included the identification of appropriate interventions, actions, use of funds and strategies to support student achievement, and assistance in identifying appropriate evidence-based interventions. Utilizing an MTSS approach with a particular focus on Tier 1/Tier 2 supports, the district is equipping site leaders with relevant data and professional development to effectively lead the improvement efforts around disaggregation of data to determine disproportionality and identification a focus on providing the appropriate resources required for implementing change ideas ensuring there are no resource inequities. CUHSD will continue engagement with the Tehama County Department of Education in the 2024-25 on a variety of topics related to comprehensive support and improvement. Among these activities will be the District's participation in the Tier 1 and MTSS Tier II MTSS team that is being led by the county.

#### Monitoring and Evaluating Effectiveness

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

CHS, in conjunction with Tehama County Department of Education, is working with Centennial staff to develop and implement processes and procedures specific to ensuring consistent and ongoing monitoring of the plan with regular feedback and check-ins conducted during stakeholder meetings (staff meetings, district leadership meetings, etc.). This process will be integrated into the Tier 1/2 work being done LEA-wide and documents through a comprehensive assessment roadmap that also embeds continuous improvement tools. In addition to district leadership, CHS will be utilizing the continuous improvement consulting resources offered by Tehama County Department of Education. Overall effectiveness of this plan and the improvement processes identified will be embedded in the quarterly evaluative work of the district MTSS leadership team in conjunction with staff analysis and feedback. This will be aided by the purchase and implementation of new software tools that more effectively track student progress to post secondary goals in real time.

## **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	Teachers, within their departments, review and update their portion of the District Strategic Plan. (DSP). Departments are given specific time within the District collaboration schedule to review data related to the plan. This plan drives the goals, actions, and metrics of the LCAP.
Principals/Administrators	Principals engage staff regarding various aspects of the DSP during collaboration time throughout the school year. Feedback from these meetings is shared in administrative meetings and documented for input into the LCAP's goals, actions, and metrics.
School Personnel	School staff, within their departments, review and update their portion of the DSP. This plan drives the goals, actions, and metrics of the LCAP.
Parents	Parents were engaged at two separate school site council meetings, held on April 18, 2024 and May 16, 2024. Parents were also engaged in two separate DELAC meetings, held on March 20, 2024 and April 24, 2024.
Local Bargaining Units	Local bargaining units were engaged within their departments to review and update their portion of the DSP. This plan drives the goals, actions, and metrics of the LCAP.
Students	Students were engaged at two separate school site council meetings, held on April 18, 2024 and May 16, 2024. Students were also engaged in two separate DELAC meetings, held on March 20, 2024 and April 24, 2024.

Educational Partner(s)	Process for Engagement
	Ed partners at Centennial (students, parents, staff) were engaged through the Strategic Planning Process to identify areas of need for the continuation site that could be addressed through the use of Equity Multiplier Funds. Strategic planning sessions took place during district collaboration time throughout the school year.

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

Math and ELA - These two subject areas were identified as top priorities in the District Strategic Plan (DSP). As a result, the District has added student performance on local interim assessments as a metric. Also, the District has historically had an "action" to provide summative college/career readiness assessments (SAT, ACT, etc). In addition to this, the District is now providing interim assessments for all grade levels to assess student learning in an ongoing manner.

CTE - A new metric has been added to measure the number of students who complete A-G requirements AND a CTE pathway. This new metric is indicative of our District's ongoing efforts in CTE.

Early College Credit - The District is now using a metric that will assess how many students are earning early college credit. This was in response to feedback from stakeholders stating that the District has emphasized this for students, but is not measuring how successful the efforts have been.

ELPAC - In addition to measuring how many students are redesignated every year, the District received feedback from teachers that measuring how many students improved at least one level on the ELPAC would help the District measure progress as well, so this metric has been added.

Social & Emotional Well Being - The District added a metric on goal #2 to measure student participation in CIF sanctioned athletics. This was added based on feedback that a lot of time, effort, and money is spent on this activity in order to promote positive student growth and the data should be captured somewhere to reflect that effort.

Equity Multiplier - The District decided on the goal, actions, and metrics for goal #3 based on significant amounts of input from students and staff at the alternative education site. For many years, there has been an identified need for better CTE options in alternative education. The District has had a good facility for this, but has not had funds to adequately staff the positions required to implement this program. These funds are being utilized to start that program. Additionally, the funds are being utilized for a campus supervisor to help students with decision making that sometimes gets in the way of them being able to access their educational program.

To address these needs and those of our students groups with red indicators on the California School Dashboard (as listed in the reflection section of our LCAP), we are engaging in the development of a comprehensive MTSS system. Within this system, the needs of the WHOLE child are being identified through a cycle of inquiry through the development and coaching our Tier 1 leadership teams and Tier 2 leadership teams at both Corning High and Centennial. These groups are particularly focusing on the needs of our underperforming students in an effort

to align best practices that are research-based and evidenced-based as we create Tier 1 initiative that address the whole child in all settings. For those students who continue struggling, our Tier 2 leadership team is developing the capacity to influence interventions that add key supports and dosage that compliment Tier 1 and specifically help our struggling students close the gap between their current performance and the desired performance in meeting standards.

## **Goals and Actions**

### Goal

Goal #	Description	Type of Goal
1	All students will demonstrate the necessary skills and knowledge to be college and career ready	Broad Goal

#### State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

#### An explanation of why the LEA has developed this goal.

This goal addresses the district's commitment to providing equitable educational opportunities and closing achievement gaps among diverse student groups. By focusing on college and career readiness, the district aims to improve academic performance, enhance employability, and support students in achieving long-term success. This approach includes aligning curriculum with college and career standards, increasing access to Career Technical Education (CTE) pathways, and offering comprehensive support services to help students navigate their educational and career options effectively.

## **Measuring and Reporting Results**

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of misassigned teachers	2022-23: 0%			2025-26: 0%	
1.2	Percentage of graduates meeting A-G requirements	2022:23: 18%			2025-26: 24%	
1.3	Percentage of students that have met or exceeded the standard in ELA on the 11th grade CASASPP as reported on the California School Dashboard	2023-24: 38%			2026-27: 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Percentage of students that have met or exceeded the standard in Math on the 11th grade CASASPP as reported on the California School Dashboard	2023-24: 11%			2026-27: 30%	
1.5	Average distance from standard for students taking the 11th grade Math CAASPP	2023-24: 150			2026-27: 75	
1.6	Average distance from standard for students taking the 11th grade ELA CAASPP	2023-24: 74.2			2026-27: 35	
1.7	Percentage of students who grew at least one grade level equivalent in Math local interim assessments	2023-24: 25.5%			2026-27: 50%	
1.8	Percentage of students who grew at least one grade level equivalent in ELA local interim assessments	2023-24: 21.3%			2026-27: 50%	
1.9	Percentage of students that have met or exceeded the standard in Science based on the CAST	2023-24:			2026-27:	
1.10	Percentage of graduating students earning at least six (6) college credits through early college credit	2022-23:			2025-26:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	opportunities (dual enrollment, articulated courses, concurrent enrollment, etc)					
1.11	Graduation Rate	2022-23: 95%			2025-26: 97%	
1.12	Percentage of courses with sufficient materials to implement common core state standards	2023-24: 100%			2026-27: 100%	
1.13	Percentage of students meeting both A-G requirements AND completing a CTE pathway	2022-23:17%			2025-26: 25%	
1.14	Percentage of EL students who increased at least one level on the ELPAC	2023-24:			2026-27:	
1.15	Percentage of students EL students who were reclassified	2023-24: 13%			2026-27: 25%	
1.16	Percentage of AP students who passed at least one (1) AP exam with a score of 3 or better	2022-23: 70%			2025-26: 90%	
1.17	Percentage of students deemed "College/Career Prepared" according to the California School Dashboard	2022-23: 47.7%			2025-26: 75%	

## 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	College Prep Staff	Provide access to college prep and courses taught by highly qualified instructional staff	\$3,785,744.00	Yes
1.2	Support Staff	Provide adequate support staff that are highly trained.  Maintain funding for additional staff to provide supports for unduplicated students using additional 15% concentration funds.	\$368,455.00	No
1.3	Professional Development	Provide professional development for instructional and support staff addressing the needs of unduplicated students, students with disabilities, and EL students.	\$45,859.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	MTSS Team Development	Create and maintain District MTSS teams to monitor the effectiveness of interventions in place and make recommendations related to improving student achievement for all students. A particular emphasis is placed on addressing the needs of our students scoring RED on the dashboard as we:	\$31,326.00	Yes
		Those qualified for suspension (SWD, SED, White, EL, Hispanic, Homeless): Address and developing conditions for learning that build the agency and motivation of these students to engage as we identify and address barriers to their behavior within the school setting.		
		Those qualified for ELA and MA (SWD, White, EL, Hispanic, ALL Group): Identifying effective practices that specifically address the academic barriers these students face. This includes supporting the social/emotional needs, behavior needs, and academic needs of these students. Tier 1 and Tier 2 teams are receiving training to engage in this work through a focus on systems and addressing the needs of all students.		
		Those qualified as not making progress as measured by the ELPI indicator: Addressing the whole child, as described above, is essential for our EL students. Our MTSS teams will focus on addressing the barriers caused by language development and acquisition, creating practice and reinforcement opportunities, and addressing the cultural biases these students face among their peers and our staff.		
1.5	A-G Instructional Materials	Provide Instructional Materials for A-G courses	\$48,000.00	No
1.6	College/Career Readiness	Provide formative and summative college/career readiness assessments	\$35,022.00	No
1.7	CTE Courses Supplies	Provide equipment, supplies and technology for CTE courses	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Academic Support	Provide academic support systems to increase student achievement and the support the language acquisition of EL students.	\$158,375.00	No
1.9	Academic Intervention	Provide instructional materials for academic interventions for EL, Special Education, and other student groups	\$13,202.00	No
1.10	Credit recovery and remediation	Provide opportunities for credit recovery and remediation	\$291,005.00	Yes
1.11	Technology	Provide technology, equipment, and supplies necessary for students and staff	\$367,017.00	Yes
1.12	State Standards Coursework	Implement and monitor coursework aligned with state standards for all students, including EL students.		No

## **Goals and Actions**

### Goal

Goal #	Description	Type of Goal
2	Promote social and emotional well-being and personal responsibility among high school students and graduates	Broad Goal

#### State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

#### An explanation of why the LEA has developed this goal.

The Corning Union High School District has established the goal of promoting social and emotional well-being and personal responsibility among high school students and graduates to address the significant impacts of academic and behavioral challenges exacerbated by socio-economic factors and the aftermath of the pandemic. This goal aligns with the district's mission to develop well-rounded students who are prepared for a globally connected society. By focusing on social and emotional development of our students, the district aims to equip students with essential coping skills, enhance their emotional resilience, and foster a supportive learning environment. This approach not only supports academic achievement but also contributes to improved behavior and personal responsibility, ultimately leading to higher graduation rates and better preparedness for post-secondary opportunities?????

## **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	2022-23: 93.9%			2025-26: 96%	
2.2	Percentage of Students that are Chronically Absent	2022-23: 23.4%			2025-26: 10%	
2.3	Percentage of Students Suspended at Least One Day				2025-26: 5.1%	
2.4	Percentage of Students Expelled	2022-23: 0%			2025-26: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Student sense of safety and connectedness for 9th grade students as measured by annual surveys (CHKS)	2023-24: 55%			2026-27: 75%	
2.6	Student participation rates in CIF governed athletic programs (duplicated participant count/student enrollment)	2023-24: 81.4%			2026-27: 85%	
2.7	Student dropout rate as measured by state reporting.	2023-24: 1.42%			2026-27: 1.0% or lower	

## 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	Parent Involvement	Provide opportunities for parental involvement and input into school decision-making.	\$750.00	No
2.2	CTE Courses	CTE courses and teachers to address interests of students	\$1,047,674.00	Yes
2.3	Attendance Monitoring	Monitor and intervene in student attendance	\$216,756.00	Yes
2.4	Behavior Supports	Provide behavioral support programs and services	\$136,201.00	No
2.5	Transportation	Provide home to school student transportation for all students living outside of a three mile radius from their school site	\$870,384.00	
2.7	SpEd Attendance	Incorporate attendance goals into IEP's	\$13,521.00	No
2.8	SEL Behavior Supports	Contract with outside agencies for social emotional and behavioral support for students	\$24,434.00	No
2.9	Facilities	Maintain clean and safe facilities	\$157,610.00	No
2.10	Master Facilities Plan	Annually review and update Master Facilities Plan	\$30,000.00	No

## **Goals and Actions**

## Goal

Goal #	Description	Type of Goal
3	Enhance Academic, CTE, and intervention offerings at Alternative Education Site through Targeted Use of Equity Multiplier Funds	Equity Multiplier Focus 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
3.1	Percentage of Hispanic students at Centennial that are deemed "college/career prepared" as reported on the California School Dashboard	2022-23: 20.9%			2025-26: 40%	
3.2	Percentage of socioeconomically disadvantaged students at Centennial that are deemed "college/career prepared" as reported on the California School Dashboard	2022-23: 19%			2025-26: 40%	
3.3	Percentage of Centennial students	2022-23: 75%			2025-26: 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	completing at least 10 credits of CTE coursework prior to graduation.					

## 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	Technology class	Centennial will begin offering construction technology CTE classes for students enhancing the agency of students and creating meaningful and motivational real-world connections that improve students' desire to attend and engage positively within the school setting.	\$93,028.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Provide campus supervisor at continuation site	The District will hire a campus supervisor position for Centennial providing additional support to proactively assist students in maintaining high behavior standards and fostering a safer, more inclusive school climate contributing to higher attendance rates of our students.	\$60,517.00	No Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$4,417,723	\$533,233

#### 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 — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.808%	0.512%	\$65,516.00	35.320%

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	Action: College Prep Staff  Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face significant barriers to accessing college preparatory and career technical education (CTE) courses. These barriers can include lack of information, limited resources, and insufficient academic support. Providing	To address these needs, the district will provide access to college prep and career technical education courses taught by highly qualified instructional staff. This strategy includes ensuring that these courses are available to all students, offering additional academic support and counseling to guide students through their college and career pathways, and providing professional development for teachers to maintain high instructional standards. By equipping students with the necessary skills and knowledge, the district	Percentage of Graduates Meeting A-G Requirements, Percentage of Misassigned Teachers

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
	access to high-quality college prep and CTE courses is crucial for preparing these students for postsecondary education and future careers.  Scope: LEA-wide	aims to enhance their readiness for college and careers. Research supports the effectiveness of access to rigorous academic and technical education in improving student outcomes. The U.S. Department of Education highlights that participation in college prep and CTE courses significantly increases students' likelihood of enrolling in postsecondary education and achieving career success (U.S. Department of Education, 2016). Additionally, the Association for Career and Technical Education (ACTE) emphasizes that CTE programs, when taught by qualified educators, lead to higher graduation rates and better employment prospects for students (ACTE, 2018). By providing access to these high-quality educational opportunities, we aim to ensure that foster youth, English learners, and students from low socioeconomic backgrounds are well-prepared for future academic and career success.	
1.3	Action: Professional Development  Need: Foster youth, English learners, and students from low socioeconomic backgrounds often require tailored instructional strategies and additional support to meet their academic, social, emotional, and behavioral needs. Professional development (PD) for instructional and support staff is essential to equip them with th skills and knowledge needed to address these diverse needs effectively.	To address these needs, the district will provide comprehensive professional development for both instructional and support staff. The district will implement the following strategies:  Instructional Strategies: Offer training on evidence-based instructional strategies that promote academic achievement and engagement for all students.  Cultural Competency: Provide training on cultural competency and inclusive teaching practices to create a welcoming and supportive environment for all students.  Social-Emotional Learning (SEL): Include training	Percentage of EL students who increased at least one level on the ELPAC
	Scope:	on SEL to help staff support students' social and	

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	emotional well-being, which is critical for their academic success.  Behavior Management: Offer PD on effective behavior management techniques and interventions to support positive student behavior.  Language Acquisition: Provide training focused on effective strategies for teaching English learners, including language development and integration of ELD standards into instruction.  Research supports the importance of high-quality professional development in improving teacher effectiveness and student outcomes. According to the Learning Policy Institute, effective PD is ongoing, collaborative, and focused on specific teaching practices (Darling-Hammond et al., 2017). The American Educational Research Association (AERA) emphasizes that PD that addresses culturally responsive teaching, differentiation, and SEL leads to improved instructional practices and student achievement (AERA, 2014).  By providing comprehensive professional development for instructional and support staff, the district aims to enhance the instructional skills and effectiveness of educators and support staff, thereby improving the academic success and well-being of foster youth, English learners, and students from low socioeconomic backgrounds.	
1.4	Action: MTSS Team Development	To address these needs, the district will create and maintain MTSS teams to monitor the effectiveness	

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
	Need: Foster youth, English learners, and students from low socioeconomic backgrounds often require targeted and multi-tiered interventions to support their academic, social, emotional, and behavioral needs. Creating and maintaining District MTSS (Multi-Tiered System of Supports) teams is essential to monitor the effectiveness of these interventions and make informed recommendations to improve student achievement.  Scope:  LEA-wide	of interventions and make recommendations for improving student achievement. The district will implement the following strategies:  Establishment of District MTSS Teams: Form MTSS teams at the district level, comprising administrators, teachers, counselors, support staff, and other relevant stakeholders. Ensure that the teams are representative of the diverse student population and have expertise in various areas, including academics, behavior, and social-emotional learning.  Regular Monitoring and Evaluation: Conduct regular meetings to review data on the effectiveness of interventions and student progress. Use data from assessments, progress monitoring tools, and feedback from teachers and students to evaluate the impact of interventions.  Data-Driven Decision Making: Utilize data to identify trends, areas of need, and successful interventions. Make informed recommendations for modifying or enhancing interventions to better support student achievement.  Collaboration and Communication: Foster collaboration between district MTSS teams and school-based MTSS teams to ensure consistency and alignment in intervention strategies. Maintain open lines of communication with all stakeholders, including parents, to ensure transparency and involvement in the decision-making process.  Professional Development and Training: Provide ongoing professional development and training for	six (6) college credits through early college credit opportunities (dual enrollment, articulated courses, concurrent enrollment, etc)

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
		MTSS team members to stay current with best practices and emerging research in MTSS. Include training on data analysis, intervention strategies, and collaboration techniques to enhance the effectiveness of the teams.	
		Resource Allocation: Ensure that the necessary resources, including time, personnel, and materials, are allocated to support the work of the MTSS teams. Provide support for implementing recommended interventions and monitoring their impact.	
		Continuous Improvement: Implement a continuous improvement cycle, where the effectiveness of interventions is regularly assessed, and adjustments are made based on data and feedback. Encourage a culture of reflection and adaptability to meet the evolving needs of students.	
		Research supports the importance of data-driven decision-making and collaborative teams in improving student outcomes through MTSS. According to the National Center on Intensive Intervention (NCII), effective MTSS implementation involves regular monitoring, data analysis, and collaborative problem-solving (NCII, 2017). The Center on Response to Intervention emphasizes that successful MTSS frameworks rely on continuous improvement and stakeholder involvement (RTI Action Network, 2019).	
		By creating and maintaining District MTSS teams, the district aims to enhance the effectiveness of interventions and improve student achievement for	

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
		foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they receive the support needed to succeed.	
1.7	Action: CTE Courses Supplies  Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face barriers to accessing high-quality Career and Technical Education (CTE) courses due to a lack of resources and technology. Providing adequate equipment, supplies, and technology is essential to ensure that these students can fully participate in CTE programs, gain valuable skills, and prepare for future career opportunities.  Scope: LEA-wide	on learning and practical skill development.	Percentage of students meeting both A-G requirements AND completing a CTE pathway

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
		technological advancements, and best practices in CTE education. Provide training on the effective use of equipment and technology to maximize their impact on student learning.  Collaboration with Industry Partners: Establish	
		partnerships with local businesses, industries, and community organizations to support CTE programs through donations, internships, and real-world learning opportunities. Involve industry partners in the development and evaluation of CTE curriculum to ensure it aligns with current workforce needs and standards.	
		Monitoring and Evaluation: Regularly assess the effectiveness of CTE programs and the use of provided equipment, supplies, and technology. Use feedback from students, instructors, and industry partners to continuously improve and adapt CTE offerings to meet student needs and industry demands.	
		Research supports the importance of providing adequate resources and technology in CTE programs to enhance student outcomes and career readiness. According to the Association for Career and Technical Education (ACTE), access to modern equipment and technology is critical for effective CTE instruction and for preparing students to meet the demands of the workforce (ACTE, 2018). The U.S. Department of Education highlights that high-quality CTE programs, supported by appropriate resources, lead to improved student engagement, skill development, and career success (U.S. Department of	

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
		By providing equipment, supplies, and technology for CTE courses, the district aims to ensure that foster youth, English learners, and students from low socioeconomic backgrounds have the resources and opportunities needed to succeed in their chosen career pathways and achieve their full potential.	
1.10	Action: Credit recovery and remediation  Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face challenges that can lead to falling behind academically and needing additional support to recover credits and stay on track for graduation. Providing opportunities for credit recovery and remediation is crucial to help these students succeed and achieve their academic goals.  Scope:  LEA-wide	To address these needs, the district will implement strategies to provide opportunities for credit recovery and remediation. The district will develop and offer flexible credit recovery programs that allow students to retake and pass courses they previously failed, utilizing both online and inperson options to accommodate diverse learning styles and schedules. Targeted remediation support will be provided for students who need to strengthen foundational skills in core academic subjects, using diagnostic assessments to identify specific learning gaps and tailoring remediation efforts to address those areas. Extended learning opportunities such as after-school programs, summer school, and weekend classes will be offered to provide additional instructional time, ensuring these programs are accessible to all students, particularly those from disadvantaged backgrounds.  Individualized support plans will be developed for students participating in credit recovery and remediation programs, outlining specific goals, strategies, and progress monitoring. These plans will engage students, parents, and educators in their development and review to ensure a comprehensive approach. Technology tools and	Graduation Rate

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
		platforms will be leveraged to deliver personalized instruction and track student progress, with students provided access to digital resources and online tutoring to support their learning. Professional development will be provided for teachers and support staff on effective strategies for credit recovery and remediation, training them on using data to inform instruction and implementing evidence-based interventions.	
		The district will regularly monitor the effectiveness of credit recovery and remediation programs through student performance data, feedback from participants, and program evaluations, using evaluation results to make data-driven adjustments and improvements.	
		Research supports the effectiveness of credit recovery and remediation programs in improving student outcomes and preventing dropouts. According to the American Institutes for Research (AIR), credit recovery programs are essential for helping students who have fallen behind to catch up and stay on track for graduation (AIR, 2016). The Institute of Education Sciences (IES) highlights that targeted remediation and extended learning opportunities can significantly enhance student achievement and close learning gaps (IES, 2009).	
		By providing opportunities for credit recovery and remediation, the district aims to support the academic success of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they have the necessary	

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
		resources and support to achieve their educational goals and graduate on time.	
1.11	Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face barriers in accessing the technology, equipment, and supplies necessary for their academic success. Ensuring that these students and their teachers have the appropriate resources is crucial for creating an equitable learning environment where all students can thrive.  Scope:  LEA-wide	To address these needs, the district will provide the necessary technology, equipment, and supplies for students and staff. The district will ensure that all classrooms are equipped with upto-date technology, including computers, tablets, and interactive whiteboards, to enhance teaching and learning. Additionally, the district will provide students with individual devices as needed, ensuring equitable access to digital resources and online learning platforms. Regular maintenance and updates of technology will be conducted to ensure functionality and reliability.  The district will supply classrooms with the necessary instructional materials and equipment to support hands-on learning and practical application of skills, particularly in subjects such as science, technology, engineering, arts, and mathematics (STEAM). This includes lab equipment, art supplies, and tools for technical education courses. Teachers will receive the supplies they need to create engaging and effective learning experiences, including textbooks, manipulatives, and other educational materials.  Research supports the importance of providing adequate resources to enhance student learning outcomes. According to the International Society for Technology in Education (ISTE), access to current technology and digital tools enhances student engagement, supports personalized learning, and improves educational equity (ISTE,	Percentage of courses with sufficient materials to implement common core state standards

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
		2016). The U.S. Department of Education highlights that equipping classrooms with the necessary resources is essential for preparing students for the future and closing achievement gaps (U.S. Department of Education, 2017).  By providing the necessary technology, equipment, and supplies, the district aims to create an equitable and supportive learning environment for all students, particularly foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they have the resources needed to succeed academically.	
2.2	Action: CTE Courses  Need: Foster youth, English learners, and students from low socioeconomic backgrounds often require access to diverse Career and Technical Education (CTE) courses that align with their interests and career aspirations. Ensuring that CTE courses are engaging and relevant is crucial for motivating these students and preparing them for future career opportunities.  Scope: LEA-wide	To address these needs, the district will enhance CTE courses and ensure that teachers are equipped to address the varied interests of students. The district will offer a wide range of CTE courses that cater to diverse career paths, including fields such as health sciences, information technology, engineering, culinary arts, and more. This variety will help students explore different career options and find courses that align with their personal interests and future goals.  Teachers in CTE programs will receive specialized training and professional development to stay current with industry standards and best practices in their respective fields. This training will include updates on the latest technology, tools, and techniques relevant to their courses, ensuring that instruction is both current and applicable to real-world scenarios. Additionally, teachers will be trained in culturally responsive teaching practices and strategies to support English learners and foster youth effectively.	Student sense of safety and connectedness as measured by annual surveys

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
		The district will collaborate with local businesses and industry partners to provide students with hands-on learning experiences, internships, and job shadowing opportunities. These partnerships will enhance the relevance of CTE courses and provide students with valuable insights into their chosen fields. Industry professionals will also be invited to share their expertise and experiences with students, further enriching the learning experience.	
		Regular assessments and feedback mechanisms will be established to monitor the effectiveness of CTE courses and ensure they meet the interests and needs of students. This data will be used to continuously improve and adapt the curriculum, making it more engaging and relevant.	
		Research supports the importance of providing diverse and relevant CTE courses to enhance student engagement and career readiness. According to the Association for Career and Technical Education (ACTE), high-quality CTE programs improve student outcomes by providing relevant, hands-on learning experiences that prepare students for college and careers (ACTE, 2018). The U.S. Department of Education emphasizes that CTE programs that align with student interests and industry needs lead to higher engagement, academic achievement, and career success (U.S. Department of Education, 2017).	
		By enhancing CTE courses and providing specialized training for teachers, the district aims to create engaging and relevant learning	

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
		experiences that align with the interests of foster youth, English learners, and students from low socioeconomic backgrounds, preparing them for successful futures in their chosen careers.	
2.3	Action: Attendance Monitoring  Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face barriers to regular school attendance, such as transportation issues, unstable housing, and family responsibilities. Ensuring consistent attendance is crucial for these students' academic success and overall wellbeing.  Scope: LEA-wide	To address these needs, the district will implement strategies to monitor and intervene in student attendance. The district will establish a comprehensive attendance monitoring system that tracks daily attendance data and identifies patterns of absenteeism. This system will flag students who are at risk of chronic absenteeism, allowing for timely intervention.  To address attendance issues, the district will employ attendance officers and support staff who will work closely with students and families to understand the underlying causes of absenteeism. These staff members will conduct home visits, provide resources, and connect families with community services to address barriers to attendance. Additionally, they will maintain regular communication with families to ensure they are informed about the importance of consistent attendance and the support available to them.  The district will implement targeted intervention programs for students identified as at risk of chronic absenteeism. These programs will include personalized attendance plans, mentorship, and counseling services. Schools will also offer incentives and recognition programs to encourage regular attendance and celebrate improvements.  Collaboration with local agencies and community organizations will be a key component of the	Average Daily Attendance, Percentage of Students that are Chronically Absent

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
		attendance intervention strategy. By partnering with these organizations, the district can provide comprehensive support to address issues such as transportation, housing instability, and family crises that may impact student attendance.	
		Professional development will be provided for teachers and support staff to help them identify early signs of attendance problems and implement strategies to engage students and improve attendance. Training will include culturally responsive practices and techniques for building strong relationships with students and families.	
		The effectiveness of the attendance monitoring and intervention strategies will be regularly evaluated through data analysis and feedback from students, families, and staff. Adjustments will be made based on this data to continually improve the approach and ensure it meets the needs of all students.	
		Research supports the importance of monitoring and addressing student attendance to improve academic outcomes. According to Attendance Works, early intervention and comprehensive support are key to reducing chronic absenteeism and improving student engagement and achievement (Attendance Works, 2015). The U.S. Department of Education emphasizes that effective attendance interventions require collaboration, data-driven decision-making, and targeted support for at-risk students (U.S. Department of Education, 2016).	

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
		By implementing a comprehensive system to monitor and intervene in student attendance, the district aims to ensure that foster youth, English learners, and students from low socioeconomic backgrounds attend school regularly and receive the support they need to succeed academically and socially.	
2.5	Action: Transportation  Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face significant barriers to consistent school attendance due to a lack of reliable transportation. Providing home-to-school transportation for students living outside of a three-mile radius from their school site is essential to ensure these students have equitable access to education and can attend school regularly.  Scope:	To address these needs, the district will implement a comprehensive home-to-school transportation program for all students living outside of a three-mile radius from their school site. The district will ensure that transportation services are reliable, safe, and efficient to facilitate regular attendance for all eligible students.  The transportation program will include a fleet of well-maintained buses equipped with necessary safety features. The district will establish clear routes and schedules that accommodate the needs of students living in various neighborhoods, including rural and underserved areas. This will ensure that transportation is accessible to foster youth, English learners, and students from low socioeconomic backgrounds who might otherwise struggle to get to school.  The district will hire and train qualified bus drivers who are committed to student safety and well-being. Training will include best practices for managing student behavior on the bus, cultural competency, and emergency response procedures. Additionally, the district will implement a system for regularly monitoring and maintaining buses to ensure they are in safe operating condition.	Average Daily Attendance

Soal and oction #	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
		The effectiveness of the transportation program will be regularly evaluated through feedback from students, parents, and school staff, as well as through data on student attendance and punctuality. The district will use this information to make necessary adjustments to routes, schedules, and services to continuously improve the transportation experience.	
		Research supports the importance of providing reliable school transportation to improve student attendance and academic outcomes. According to the National Center for Education Statistics (NCES), access to transportation is a critical factor in ensuring that students attend school regularly, which in turn impacts their academic success and engagement (NCES, 2017). The U.S. Department of Education emphasizes that transportation services are essential for promoting educational equity and access, particularly for students from disadvantaged backgrounds (U.S. Department of Education, 2015).	
		By providing home-to-school transportation for all students living outside of a three-mile radius from their school site, the district aims to remove barriers to attendance and ensure that foster youth, English learners, and students from low socioeconomic backgrounds have the opportunity to attend school consistently and succeed academically.	
3.3	Action: Provide campus supervisor at continuation site		

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
	Need: Scope:		
	Schoolwide		

## **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

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

# Additional Concentration Grant Funding

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

As listed in Action 1.2, the additional 15% (\$533,233) is being utilized to maintain additional instructional staff to support unduplicated students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

# **2024-25 Total Expenditures Table**

LCAP Year	1. Projected LCFF Base Supplemental and/or		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	\$12,691,507	\$4,417,723	34.808%	0.512%	35.320%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$7,281,691.00	\$78,781.00	\$24,434.00	\$559,974.00	\$7,944,880.00	\$7,133,063.00	\$811,817.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?		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	College Prep Staff	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools		\$3,785,744 .00	\$0.00	\$3,785,744.00				\$3,785,7 44.00	
1	1.2	Support Staff	All	No			All Schools		\$368,455.0 0	\$0.00				\$368,455.0 0	\$368,455 .00	
1	1.3	Professional Development	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$45,859.00	\$18,809.00			\$27,050.00	\$45,859. 00	
1	1.4	MTSS Team Development	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools		\$6,000.00	\$25,326.00	\$6,000.00	\$9,250.00		\$16,076.00	\$31,326. 00	
1	1.5	A-G Instructional Materials	All	No			All Schools		\$48,000.00	\$0.00		\$48,000.00			\$48,000. 00	
1	1.6	College/Career Readiness	All	No			All Schools		\$27,022.00	\$8,000.00	\$28,022.00			\$7,000.00	\$35,022. 00	
1	1.7	CTE Courses Supplies	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$150,000.00	\$150,000.00				\$150,000 .00	
1	1.8	Academic Support	All	No			All Schools		\$158,375.0 0	\$0.00	\$158,375.00				\$158,375 .00	
1	1.9	Academic Intervention	All Students with Disabilities	No			All Schools		\$0.00	\$13,202.00		\$8,010.00		\$5,192.00	\$13,202. 00	
1	1.10	Credit recovery and remediation	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth	All Schools		\$291,005.0 0	\$0.00	\$291,005.00				\$291,005 .00	Dago 29 of 76

Goal #	Action #	Action Title	Student Group(s)	Contributing	Scope	Unduplicated	Location	Time Span	Total	Total Non-	LCFF Funds	Other State Funds	Local Funds	Federal	Total	Planned
Goal #	Action #	Action Title	Student Group(s)	to Increased or Improved Services?		Student Group(s)	Location	Time Span	Personnel	personnel	Lorr runus	Other State Fullus	Local i ulius	Funds	Funds	Percentage of Improved Services
						Low Income										
1	1.11	Technology	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools		\$304,017.0 0	\$63,000.00	\$367,017.00				\$367,017 .00	
1	1.12	State Standards Coursework	All	No			All Schools									
2	2.1	Parent Involvement	All	No			All Schools		\$0.00	\$750.00	\$750.00				\$750.00	
2	2.2	CTE Courses	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools		\$1,047,674 .00	\$0.00	\$1,047,674.00				\$1,047,6 74.00	
2	2.3	Attendance Monitoring	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools		\$209,256.0 0	\$7,500.00	\$216,756.00				\$216,756 .00	
2	2.4	Behavior Supports	All	No			All Schools		\$136,201.0 0	\$0.00				\$136,201.0 0	\$136,201 .00	
2	2.5	Transportation	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools		\$573,335.0 0	\$297,049.00	\$870,384.00				\$870,384 .00	
2	2.7	SpEd Attendance	Students with Disabilities	No			All Schools		\$0.00	\$13,521.00		\$13,521.00			\$13,521. 00	
2	2.8	SEL Behavior Supports	All	No			All Schools		\$24,434.00	\$0.00			\$24,434.00		\$24,434. 00	
2	2.9	Facilities	All	No			All Schools		\$0.00	\$157,610.00	\$157,610.00				\$157,610 .00	
2	2.10	Master Facilities Plan	All	No			All Schools		\$0.00	\$30,000.00	\$30,000.00				\$30,000. 00	
3	3.1	Provide teacher for CTE Construction Technology class	All	No			Specific Schools: Centenni al High SchoolCe ntennial		\$93,028.00	\$0.00	\$93,028.00				\$93,028. 00	
3	3.3	Provide campus supervisor at continuation site	All	No Yes	School wide		Specific Schools: Centenni al High		\$60,517.00	\$0.00	\$60,517.00				\$60,517. 00	

Goal	I# .	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds		Planned Percentage of Improved Services
							SchoolCe ntennial								

# **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 %)	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
\$12,691,507	\$4,417,723	34.808%	0.512%	35.320%	\$5,943,522.00	0.000%	46.831 %	Total:	\$5,943,522.00
								I E A wide	

LEA-wide Total: \$5,883,005.00

Limited Total: \$0.00

Schoolwide Total: \$60,517.00

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	College Prep Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,785,744.00	
1	1.3	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,809.00	
1	1.4	MTSS Team Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
1	1.7	CTE Courses Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
1	1.10	Credit recovery and remediation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$291,005.00	
1	1.11	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$367,017.00	
2	2.2	CTE Courses	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$1,047,674.00	

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 (%)
					Low Income			
2	2.3	Attendance Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$216,756.00	
2	2.5	Transportation			English Learners Foster Youth Low Income	All Schools	\$870,384.00	
3	3.1	Provide teacher for CTE Construction Technology class				Specific Schools: Centennial High School	\$93,028.00	
3	3.3	Provide campus supervisor at continuation site	Yes	Schoolwide		Specific Schools: Centennial High School	\$60,517.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$10,750,054.00	\$10,741,453.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional Staff and Professional Development	No	\$3,725,762.00	\$3,799,366
1	1.2	Support Staff	Yes	\$800,556	\$479,500
1	1.3	Instructional Materials	Yes	\$366,410.00	\$152,355
1	1.4	Assessments	Yes	\$16,890.00	\$9,010
1	1.5	CTE Equipment, Supplies, and Technology	Yes	\$303,854.00	\$188,954
1	1.6	English Learner Instructional Staff	Yes	\$349,014.00	\$182,534
1	1.7	English Learner Instructional Materials	No	\$6,214.00	\$40,756
1	1.8	English Learner Professional Development	Yes	\$55,700.00	\$10,878
1	1.9	English Learner Support Staff	Yes	\$262,602.00	\$329,705
1	1.10	Credit Recovery and Remediation	Yes	\$453,285.00	\$538,997
1	1.11	Implementing and Monitoring State Standards Lity Plan for Corning Union High School	Yes	\$79,066.00	\$46,941

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	Technology Equipment, Supplies, and Services	Yes	\$327,994.00	\$327,994
2	2.1	Opportunities for parental involvement	Yes	\$1,161.00	0
2	2.2	Varied course offerings	Yes	\$383,389.00	\$1,167,284
2	2.3	Monitor and intervene in student attendance	Yes	\$230,487.00	\$250,703
2	2.4	Academic and behavioral support programs and services	Yes	\$509,365.00	\$282,927
2	2.5	Student transportation	Yes	\$872,714.00	\$903,479
2	2.6	Student food services	No	\$775,755.00	\$957,441
2	2.7	Attendance goals for students w/ disabilities	No	\$322,778.00	\$247,261
2	2.8	Outside agency support	Yes	\$77,500.00	\$32,500
2	2.9	Academic support staff and programs	Yes	\$146,693.00	\$143,159
2	2.10	Maintenance of facilities	No	\$174,595.00	\$223,709
2	2.11	Utilities	No	\$408,270.00	\$426,000
2	2.12	Master facilities planning	No	\$100,000.00	0

# **2023-24 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$4,190,563	\$4,156,553.00	\$4,125,047.00	\$31,506.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Support Staff	Yes	\$800,556	\$479,500		
1	1.3	Instructional Materials	Yes	\$186,819.00	\$152,355		
1	1.4	Assessments	Yes	\$7,290.00	\$1,168		
1	1.5	CTE Equipment, Supplies, and Technology	Yes	\$303,854.00	\$188,954		
1	1.6	English Learner Instructional Staff	Yes	\$165,689.00	\$74,582		
1	1.8	English Learner Professional Development	Yes	\$55,700.00	\$992		
1	1.9	English Learner Support Staff	Yes	\$149,711.00	\$149,079		
1	1.10	Credit Recovery and Remediation	Yes	\$453,285.00	\$453,285		
1	1.11	Implementing and Monitoring State Standards	Yes	\$62,785.00	\$46,941		
1	1.12	Technology Equipment, Supplies, and Services	Yes	\$327,994.00	\$327,994		
2	2.1	Opportunities for parental involvement	Yes	\$1,161.00	0		
2	2.2	Varied course offerings	Yes	\$376,225.00	\$1,167,284		
2	2.3	Monitor and intervene in student attendance	Yes	\$133,226.00	\$146,934		

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)
2	2.4	Academic and behavioral support programs and services	Yes	\$182,044.00	0		
2	2.5	Student transportation	Yes	\$872,714.00	\$903,479		
2	2.8	Outside agency support	Yes	\$77,500.00	\$32,500		
2	2.9	Academic support staff and programs	Yes	0	0		

# 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)	Services for the	for Contributing Actions	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)
\$12,785,071	\$4,190,563	0	32.777%	\$4,125,047.00	0.000%	32.265%	\$65,516.00	0.512%

# **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 <a href="LCFF@cde.ca.gov">LCFF@cde.ca.gov</a>.

# **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, 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 <u>52060(g)</u> (California Legislative Information) and <u>52066(g)</u> (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 <u>47606.5(d)</u> (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 <a href="CDE's LCAP webpage">CDE's LCAP webpage</a>.

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);
  - o 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 <u>Education Code Section 52068</u> (California Legislative Information); and
- For charter schools, see <u>Education Code Section 47606.5 (California Legislative Information)</u>.
- **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 <u>LCFF State Priorities Summary</u> 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.

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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 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:
  - o 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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> 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.
  - o 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.
  - o 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.
  - o 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
  - o Professional development for teachers.
  - o 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.
  - o 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 2024-25 Local Control and Accountability Plan for Corning Union High School Dist

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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
  - o 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 (%)

- o This amount is the total of the Planned Percentage of Improved Services column.
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - o 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

# 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
Corning Union High School Dist	Jared Caylor Superintendent	jcaylor@corninghs.org 530-824-8000

## **Goals and Actions**

## Goal

Goal #	Description
1	Increase the number of students who are prepared for all post secondary opportunities they choose to pursue.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers misassigned	2019-20: 0%	2020-2021: 0%	2021-22: 0%	2022-23: 0%	0%
Percentage of students graduating having completed the A-G sequence by of courses	2019-20: 18.18%	2020-2021: 33.4%	2021-22: 18.8%	2022-23: 18.2%	22.18%
Percentage of students passing the Advanced Placement tests with a 3 or better	2019-20: 38%	2020-21: 50%	2021-22: 75%	2022-23: 56%	46%
Percentage of students who have met or exceeded the the standard on the CAASPP English Test (11th grade)	2018-19: 41.41%	2020-21: 38.85%	2021-22: 28.7%	2022-23: 38.5%	48%
Percentage of students who have met or exceed the standard on the CAASPP Math Test (11th grade)	2018-19: 11.61%	2020-21: 13.46%	2021-22: 13.07%	2022-23: 11.44%	18%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE course completion rate (average per student)	2019-20: 6.4	2020-21: 4	2021-22: 4.65	2022-23: 5	8.4
Graduation Rate (4 year cohort)	2019-20: 90.1%	2020-21: 90.4%	2021-22: 92.8%	2022-23: 95%	92.1%
Average Student GPA	2019-20: 2.76	2020-21: 2.71	2021-22: 2.77	2022-23: 2.71	2.95
English Learner Reclassification Rate	2020-21: 10.2%	2021-22: 13.5%	2022-23: 15.3%	2022-23: 15.3%	12.2%
Percentage of courses with sufficient materials to implement common core state standards	2020-21: 100%	2021-22:100%	2022-23: 100%	2023-24: 100%	100%

## Goal Analysis

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

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

All actions were completed as described.

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.

- 1.2: The projected costs were miscalculated.
- 1.3: Other funding sources were utilized for this action.
- 1.4: Student participation was lower in the provided assessments.
- 1.5: Other funding sources were utilized for this action.
- 1.6: The projected costs were miscalculated.
- 1.7: There was a higher number of students who needed to take the EL assessments which required upgraded computer equipment.
- 1.8: The projected costs were miscalculated.

- 1.9: Higher costs were associated with salaries as many of our staff went on schedule.
- 1.10: Projections were not for full staffing but we were able to fully staff this program.
- 1.11: Software costs were lower than expected.

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

The actions outlined in the Corning Union High School District's LCAP for 2023 were partially effective in achieving desired student performance metrics. For instance, the focus on academic support staff and programs contributed positively to student outcomes, particularly in providing interventions and support for low-income students and English learners??. However, the district faced challenges in fully implementing some planned actions and achieving the set metrics. For example, while the expansion of Career Technical Education (CTE) programs and the introduction of new support services had some positive impact, the overall effectiveness of these actions???? could be questioned based on the (lack of) improvement on this data. Additionally, ongoing issues such as high suspension rates among certain subgroups indicated a need for more targeted behavioral interventions and support systems??. Overall, while there were successes, the district recognized the need for continuous improvement and adjustments to strategies to better meet its goals

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.

Based on the outcomes from the 2023 LCAP, several changes have been made to the current year's LCAP to enhance effectiveness. Firstly, there is an increased focus on using local assessments to measure student growth multiple times per year rather than relying solely on the state test administered every four years. This approach allows for more frequent and accurate tracking of student progress. Additionally, the district will now measure early college credit completion by students to ensure that they are on track for post-secondary success. Finally, there is a heightened focus on the year-to-year growth of English Learner (EL) students, with specific actions and metrics to support their language acquisition and academic achievement.

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	Create a safe and well-maintained learning environment that promotes respect and responsibility among students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Averaged daily student attendance percentage	2019-20: 93.37	2020-21: 95.02%	2021-22: 93.06%	2022-23: 93.90%	96%
Percentage of students that are chronically absent	2018-19: 11.8	2020-21: 38%	2021-22: 32.1%	2022-23: 23.4%	8%
Total suspensions	2019-20: 56	2020-21: 81	2021-22: 97	2022-23: 122	50
Annual Facilities Inspection Tool report	2020-21: Good	2021-22: Good	2022:23: Good	2022-23: Good	Good
Expulsion rate	2019-20: 0	2020-21: 0	2021-22: 0	2022-23: 0%	0
Educational partner sense of safety/connectedness as measured by annual surveys (Grade 9)	2019-20: 65%	2021-22: 44%	2021-22: 41%	2022-23: 46%	75%
Drop out rate as measured by state reporting.	2019-20: 7.91%	2020-21: 5.58%	2021-22: 6.1%	2022-23: 2.75%	4%

# Goal Analysis

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

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

All actions were completed as described.

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.

- 2.2: CTE teacher salaries were incorporated into this action.
- 2.4: Other funding sources utilized for this action.
- 2.6: Employment costs were increased due to salary adjustments and time adjustments.
- 2.7: Other funding sources utilized for this action.
- 2.8: SRO position was not filled for more than 1/2 the year as the police department was understaffed.
- 2:10: Costs were higher than anticipated in materials, supplies, and projects.
- 2.11: Utility costs increased.
- 2.12: District did not need to use funding for this action.

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

The outcomes for this goal showed areas some growth and some areas needing significant improvement. The district faced challenges with high suspension rates, particularly among specific subgroups, including English Learners (12.8% suspended at least once), socioeconomically disadvantaged students (11%), and students with disabilities (16.2%). These rates indicated a persistent issue with student behavior and the effectiveness of existing interventions. Attendance rates also revealed areas of concern, with chronic absenteeism impacting academic performance and overall student engagement. These results prompted the district to implement changes in their LCAP to address these issues through more consistent monitoring, increased family engagement, and enhanced behavioral support programs??.

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.

Based on the outcomes from the 2023 LCAP, the Corning Union High School District has made several key changes to this year's LCAP to address attendance and suspension rates. There is a renewed focus on consistently monitoring attendance throughout the year to identify and support students who are at risk of chronic absenteeism. This includes the implementation of enhanced attendance tracking systems and increased engagement with families to address barriers to regular attendance. Additionally, the district has strengthened its behavioral support programs by expanding interventions and support services aimed at reducing suspension rates. This includes the introduction of restorative practices and additional counseling resources to promote positive behavior and address underlying issues contributing to

disciplinary actions. These changes reflect a comprehensive approach to creating a safer and more supportive school environment, aiming to improve overall student well-being and academic success.

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 <a href="mailto:lcff@cde.ca.gov">lcff@cde.ca.gov</a>.

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.

		·			Desired Outcome
Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 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.
  - o 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.

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