

**TIPTON ELEMENTARY SCHOOL DISTRICT
REGULAR BOARD MEETING
AGENDA**

Tuesday, June 4, 2024
7:00 p.m. District Board Room

1. **Call to order- Flag Salute**
In compliance with the Americans with Disabilities Act and the Brown Act, if you need special assistance to participate in the meeting, including the receipt of the agenda and documents in the agenda package in an alternate format, please contact the Tipton Elementary School District office at (559) 752-4213. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting (28CFR35.102-35, 104 ADA Title II), and allow for the preparation of documents in appropriate alternate format

2. **Open Public Hearing on the Spending Determination for Funds Received from EPA for 2024 - 2025**
 - 2.1 Open for Public Questions and Comments
 - 2.2 Close Public Hearing

3. **Open Public Hearing on 2024-2025 Districts General Fund Excess Reserve**
 - 3.1 Open for Public Questions and Comments
 - 3.2 Close Public Hearing

4. **Open Public Hearing on the Local Control Accountability Plan (LCAP) 2024 - 2025**
 - 4.1 Open for Public Questions and Comments
 - 4.2 Close Public Hearing

5. **Open Public Hearing on the 2024 - 2025 Budget Adoption**
 - 5.1 Open for Public Questions and Comments
 - 5.2 Close Public Hearing

6. **Public Input:**
In order to ensure that Members of the public are provided a meaningful opportunity to address the board on agenda items that are within the Board's jurisdiction, agenda items may be addressed either at the public input portion of the agenda, or at the time the matter is taken up by the board. Board presentations are limited to 3 minutes per person and 15 minutes per topic.
 - 6.1 Community Relations/Citizen Comments
 - 6.2 Reports by Employee Units CTA/CSEA
 - 6.3 Correspondence
Department of California Highway Patrol

7. **CONSENT CALENDAR: Action items:**

- 7.1 Minutes of the Regular Board Meeting - May 7, 2024
 - 7.2 Minutes of the Special Board Meeting – May 21, 2024
 - 7.3 Agreement with TCOE to Furnish Food Service between a Child Care and Adult Food Program Sponsor and a School District
 - 7.4 Field Trip and Facilities Requests
 - 7.5 Memorandum of Understanding for Services to Migrant Students, Migrant Education Region VIII
 - 7.6 E-Waste Report
 - 7.7 Library Surplus
 - 7.8 Agreement with TCOE for 2023-2024 from Special Services
 - 7.9 Agreement with TOCE for Behavior Health Services
 - 7.10 Agreement with TCOE from Educational Resources Services
8. **ADMINISTRATIVE: Action items:**
- 8.1 Board Resolution #2023-2024-08, Authorizing Inter-fund Loan for Cash Flow Purposes
 - 8.2 Board Resolution #2023-2024-09, Authorization for County Superintendent of Schools to Make Year End Budget Transfers
 - 8.3 Board Resolution #2023-2024-10, Authorizing Inter-fund Transfers In Accordance with the Budget
 - 8.4 Consultant Agreement with Tipton Elementary and TS Accounting & Consulting, Inc.
 - 8.5 Acknowledgement/Acceptance of the California School Employees Association’s Initial Proposal to the District Regarding Classified Collective Bargaining Agreement Negotiations, for the 2024-2027 School Year
 - 8.6 Adopt the District’s Initial Proposal to California School Employees Association Regarding Classified Collective Bargaining Agreement Negotiations, for the 2024-2027 School Year
 - 8.7 Delete Board Policy BP 0470 COVID-19 Mitigation Plan
 - 8.8 Quarterly Board Policy - March 2024
 - 8.9 Proposition 28 – Arts and Music in Schools Expenditure Plan
 - 8.10 Job Description – Visual and Performing Arts Teacher, Categorically Funded with Proposition 28 Grant
 - 8.11 Change Order #1 for New TK Classroom at Tipton Elementary School
 - 8.12 Updated ESSER III Expenditure Plan
 - 8.13 Updated 2022 Expanded Learning Opportunities Program Plan
9. **FINANCE: Action items:**
- 9.1 Vendor Payments
 - 9.2 Budget Revisions
 - 9.3 Proposition 28 Expenditures
10. **INFORMATION: (Verbal Reports & presentations)**
- 10.1 MOT--FOOD SERVICE—PROJECTS
 - 10.2 2023-2024 Library Information

11. **Any Other Business:**
 - 11.1 2023–24 Consolidated Application and Reporting System (CARS)
Winter Release
12. **Adjourn to Closed Session:**
 - 12.1 Education Code section 35146
Student transfers, inter District request, etc
 - 12.2 Government Code Section 54957.6
Conference with labor negotiators
Agency designated representatives: Superintendent
Employee Organization: CTA
13. **Reconvene to open session**
14. **Report out from Closed Session**
15. **Adjournment**

The Board upon discussion and a vote of agreement, the Board may make any item an action item.

Notice: If documents are distributed to Board Members concerning an agenda item within 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at the District Office located at 370 N. Evans Road, Tipton CA. 93272, telephone 752-4213.

Agenda Posted: May 29, 2024

DISTRITO ESCOLAR PRIMARIA DE TIPTON

REUNIÓN ORDINARIA DE LA JUNTA

AGENDA

martes, 4 de junio de 2024

7:00 pm. Sala de juntas del distrito

1. Llame para ordenar - Saludo a la Bandera

De conformidad con la Ley de Estadounidenses con Discapacidades y la Ley Brown, si necesita asistencia especial para participar en la reunión, incluido el recibo de la agenda y los documentos en el paquete de la agenda en un formato alternativo, comuníquese con la oficina del Distrito Escolar Primario Tipton al (559) 752-4213. La notificación 48 horas antes de la reunión permitirá al distrito hacer arreglos razonables para garantizar la accesibilidad a esta reunión (28CFR35.102-35, 104 ADA Título II) y permitirá la preparación de documentos en un formato alternativo apropiado.

2. Audiencia pública abierta sobre la determinación de gastos de los fondos recibidos de la EPA para 2024 - 2025

- 2.1 Abierto a preguntas y comentarios del público
- 2.2 Audiencia pública cerrada

3. Audiencia pública abierta sobre la reserva de exceso del Fondo General de los distritos 2024-2025

- 3.1 Abierto a preguntas y comentarios del público
- 3.2 Audiencia pública cerrada

4. Audiencia Pública Abierta sobre el Plan de Responsabilidad de Control Local (LCAP) 2024 - 2025

4.1 Abierto a preguntas y comentarios del público

4.2 Audiencia pública cerrada

5. Audiencia pública abierta sobre la adopción del presupuesto 2024-2025

5.1 Abierto a preguntas y comentarios del público

5.2 Audiencia pública cerrada

6. Aportes del público:

Para garantizar que los miembros del público tengan una oportunidad significativa de dirigirse a la junta sobre los puntos de la agenda que están dentro de la jurisdicción de la Junta, los puntos de la agenda pueden abordarse ya sea en la parte de la agenda que contiene comentarios del público o en el momento en que se aborda el asunto. asumido por la junta directiva. Las presentaciones en la junta están limitadas a 3 minutos por persona y 15 minutos por tema.

6.1 Relaciones comunitarias/comentarios de los ciudadanos

6.2 Informes por Unidades de Empleados CTA/CSEA

6.3 Correspondencia

Patrulla de Caminos del Departamento de California

7. CALENDARIO DE CONSENTIMIENTO: Elementos de acción:

7.1 Acta de la Reunión Ordinaria de Directorio - 7 de mayo de 2024

7.2 Acta de la Reunión Extraordinaria de la Junta – 21 de mayo de 2024

7.3 Acuerdo con TCOE para proporcionar servicio de alimentos entre una guardería y un Adulto Patrocinador del programa de alimentos y distrito escolar

7.4 Solicitudes de excursiones e instalaciones

7.5 Memorando de Entendimiento para Servicios a Estudiantes Migrantes, Migrantes Educación Región VIII

7.6 Informe sobre residuos electrónicos

7.7 Excedente de biblioteca

7.8 Acuerdo con TCOE para 2023-2024 de Servicios Especiales

7.9 Acuerdo con TOCE para servicios de salud conductual

7.10 Acuerdo con TCOE de Servicios de Recursos Educativos

8. ADMINISTRATIVO: Elementos de acción:

8.1 Resolución de Directorio #2023-2024-08, Autorización de préstamo entre fondos para flujo de efectivo Propósitos

8.2 Resolución de la Junta #2023-2024-09, Autorización para el Superintendente del Condado de Las escuelas realizarán transferencias presupuestarias de fin de año

8.3 Resolución de Directorio #2023-2024-10, Autorizando transferencias entre fondos de Conformidad con el presupuesto

8.4 Acuerdo de consultoría con Tipton Elementary y TS Accounting & Consulting, C^a

8.5 Reconocimiento/Aceptación de la Asociación de Empleados Escolares de California
Propuesta inicial al distrito sobre negociaciones de convenios colectivos clasificados, para el año escolar 2024-2027

8.6 Adoptar la propuesta inicial del Distrito a la Asociación de Empleados Escolares de California Respecto a las Negociaciones de Convenios Colectivos Clasificados, para el período 2024-Año escolar 2027

8.7 Eliminar Política de la Junta BP 0470 Plan de Mitigación COVID-19

8.8 Política trimestral de la Junta - marzo de 2024

8.9 Propuesta 28 – Plan de gastos para las artes y la música en las escuelas

8.10 Descripción del puesto: Profesor de artes visuales y escénicas, financiado categóricamente
Con Subvención de la Propuesta 28

8.11 Orden de cambio n.º 1 para el nuevo salón de clases de TK en la escuela primaria Tipton

8.12 Plan de Gastos ESSER III Actualizado

8.13 Plan del programa de oportunidades de aprendizaje ampliadas actualizado para 2022

9. FINANZAS: Elementos de acción:

9.1 Pagos a proveedores

9.2 Revisiones del presupuesto

9.3 Gastos de la Propuesta 28

10. INFORMACIÓN: (Informes verbales y presentaciones)

10.1 MOT--SERVICIO DE ALIMENTOS-PROYECTOS

10.2 2023-2024 Información de la biblioteca

11. Cualquier otro asunto:

11.1 2023-24 Sistema consolidado de solicitudes e informes (CARS)

Lanzamiento de invierno

12. Clausura de la sesión cerrada:

12.1 Código de Educación sección 35146

Transferencias de estudiantes, solicitud entre distritos, etc.

12.2 Código de Gobierno Sección 54957.6

Conferencia con negociadores laborales

Representantes designados de la agencia: Superintendente

Organización de empleados: CTA

13. Volver a reunirse para abrir la sesión

14. Informe de la sesión cerrada

15. Aplazamiento

La Junta, tras una discusión y una votación de acuerdo, puede convertir cualquier tema en un elemento de acción.

Aviso: Si se distribuyen documentos a los miembros de la junta sobre un tema de la agenda dentro de las 72 horas posteriores a una reunión regular de la junta, al mismo tiempo los documentos estarán disponibles para inspección pública en la oficina del distrito ubicada en 370 N. Evans Road, Tipton CA. 93272, teléfono 752-4213.

Agenda publicada: 29 de mayo de 2024

2. **Open Public Hearing on the Spending Determination for Funds Received from EPA for 2024 - 2025**
 - 2.1 Open for Public Questions and Comments

2024-25 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Tipton Elementary

Expenditures through: June 30, 2025
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	1,628,560.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		1,628,560.00
EXPENDITURES AND OTHER FINANCING USES		
	Function Codes	
(Objects 1000-7999)		
Instruction	1000-1999	1,628,560.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,628,560.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Budget Comparison Report

by Fund

	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
Revenues						
LCFF Sources						
80110 LCFF State Aid - Current Year	\$5,302,091.00	\$0.00	\$5,302,091.00	\$5,194,507.00	\$0.00	\$5,194,507.00
80120 Education Protection Account	\$1,668,874.00	\$0.00	\$1,668,874.00	\$1,628,560.00	\$0.00	\$1,628,560.00
80410 Secured Rolls Tax	\$960,859.00	\$0.00	\$960,859.00	\$960,859.00	\$0.00	\$960,859.00
Total LCFF Sources	\$7,931,824.00	\$0.00	\$7,931,824.00	\$7,783,926.00	\$0.00	\$7,783,926.00
Federal Revenues						
82200 Child Nutrition Programs	\$0.00	\$21,082.86	\$21,082.86	\$0.00	\$0.00	\$0.00
82900 All Other Federal Revenue	\$0.00	\$1,240,002.66	\$1,240,002.66	\$0.00	\$425,365.00	\$425,365.00
Total Federal Revenues	\$0.00	\$1,261,085.52	\$1,261,085.52	\$0.00	\$425,365.00	\$425,365.00
Other State Revenues						
85200 Child Nutrition	\$0.00	\$3,424.00	\$3,424.00	\$0.00	\$0.00	\$0.00
85500 Mandated Cost Reimbursements	\$18,352.00	\$0.00	\$18,352.00	\$17,907.00	\$0.00	\$17,907.00
85600 State Lottery Revenue	\$82,949.00	\$33,742.00	\$116,691.00	\$80,294.00	\$32,662.00	\$112,956.00
85900 All Other State Revenue	\$0.00	\$2,104,522.00	\$2,104,522.00	\$0.00	\$1,654,975.00	\$1,654,975.00
Total Other State Revenues	\$101,301.00	\$2,141,688.00	\$2,242,989.00	\$98,201.00	\$1,687,637.00	\$1,785,838.00
Other Local Revenues						
86250 Community Redevelopment Funds Not Subject to Revenue Lim	\$0.00	\$500.00	\$500.00	\$0.00	\$500.00	\$500.00
86340 Food Service Sales	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
86600 Interest	\$230,000.00	\$0.00	\$230,000.00	\$230,000.00	\$0.00	\$230,000.00
86890 All Other Fees and Contracts	\$0.00	\$13,950.00	\$13,950.00	\$0.00	\$13,950.00	\$13,950.00
86990 All Other Local Revenue	\$0.00	\$155,852.00	\$155,852.00	\$0.00	\$10,500.00	\$10,500.00
Total Other Local Revenues	\$230,000.00	\$170,302.00	\$400,302.00	\$230,000.00	\$24,950.00	\$254,950.00
Total Revenues	\$8,263,125.00	\$3,573,075.52	\$11,836,200.52	\$8,112,127.00	\$2,137,952.00	\$10,250,079.00
Expenditures						

Budget Comparison Report

by Fund

	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
Certificated Salaries						
11000 Certificated Teachers` Salaries	\$2,904,816.00	\$115,370.00	\$3,020,186.00	\$2,914,591.00	\$136,733.00	\$3,051,324.00
11002 Substitute Teachers	\$86,500.00	\$8,736.54	\$95,236.54	\$82,500.00	\$2,736.00	\$85,236.00
11003 Teacher - Auxilary	\$15,000.00	\$121,735.56	\$136,735.56	\$15,300.00	\$115,992.00	\$131,292.00
13000 Certificated Supervisors and Administrators Salaries	\$306,913.00	\$0.00	\$306,913.00	\$305,708.00	\$0.00	\$305,708.00
19000 Other Certificated Salaries	\$40,158.00	\$74,563.88	\$114,721.88	\$65,856.00	\$43,237.00	\$109,093.00
Total Certificated Salaries	\$3,353,387.00	\$320,405.98	\$3,673,792.98	\$3,383,955.00	\$298,698.00	\$3,682,653.00
Classified Salaries						
21000 Classified Instructional Salaries	\$182,689.00	\$328,273.09	\$510,962.09	\$159,693.00	\$341,409.00	\$501,102.00
21002 Substitute Instructional Aides	\$9,000.00	\$7,700.00	\$16,700.00	\$12,000.00	\$7,700.00	\$19,700.00
21003 Instructional Aides - Auxilary	\$2,200.00	\$134,498.68	\$136,698.68	\$2,040.00	\$136,335.00	\$138,375.00
22000 Classified Support Salaries	\$352,565.00	\$165,862.00	\$518,427.00	\$342,011.00	\$145,141.00	\$487,152.00
22002 Substitute Classified Support	\$25,700.00	\$0.00	\$25,700.00	\$25,000.00	\$0.00	\$25,000.00
22003 Classified Support Salaries - Auxilary	\$13,400.00	\$22,000.00	\$35,400.00	\$10,608.00	\$22,287.00	\$32,895.00
23000 Classified Supervisors' and Administrators' Salaries	\$152,327.00	\$23,626.00	\$175,953.00	\$155,232.00	\$24,098.00	\$179,330.00
24000 Clerical, Technical and Office Staff Salaries	\$135,248.00	\$0.00	\$135,248.00	\$134,321.00	\$0.00	\$134,321.00
24002 Substitute Clerical, Technical & Office Staff	\$5,700.00	\$0.00	\$5,700.00	\$5,814.00	\$0.00	\$5,814.00
29000 Other Classified Salaries	\$0.00	\$54,318.00	\$54,318.00	\$0.00	\$55,404.00	\$55,404.00
Total Classified Salaries	\$878,829.00	\$736,277.77	\$1,615,106.77	\$846,719.00	\$732,374.00	\$1,579,093.00
Employee Benefits						
31010 State Teachers` Retirement System, certificated positions	\$634,460.00	\$340,308.69	\$974,768.69	\$646,334.00	\$346,606.00	\$992,940.00
32020 Public Employees` Retirement System, classified positions	\$232,452.00	\$189,538.56	\$421,990.56	\$229,037.00	\$191,318.00	\$420,355.00
33012 OASDI, Certificated Positions	\$6,300.00	\$261.01	\$6,561.01	\$0.00	\$0.00	\$0.00
33013 Medicare, Certificated Positions	\$48,808.00	\$4,639.75	\$53,447.75	\$49,067.00	\$4,333.00	\$53,400.00
33022 OASDI, classified positions	\$54,549.00	\$44,203.29	\$98,752.29	\$52,495.00	\$43,851.00	\$96,346.00
33023 Medicare, classified positions	\$12,775.00	\$10,368.94	\$23,143.94	\$12,279.00	\$10,254.00	\$22,533.00
34010 Health & Welfare Benefits, certificated positions	\$611,910.00	\$35,877.16	\$647,787.16	\$621,026.00	\$32,229.00	\$653,255.00
34020 Health & Welfare Benefits, classified positions	\$278,492.80	\$94,407.98	\$372,900.78	\$287,095.00	\$93,188.00	\$380,283.00
35010 State Unemployment Insurance, certificated positions	\$1,681.00	\$140.31	\$1,821.31	\$1,694.00	\$150.00	\$1,844.00

Budget Comparison Report

by Fund

	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
35020 State Unemployment Insurance, classified positions	\$455.00	\$472.27	\$927.27	\$423.00	\$352.00	\$775.00
36010 Worker's Compensation Insurance, certificated positions	\$94,510.00	\$8,876.21	\$103,386.21	\$91,773.00	\$8,100.00	\$99,873.00
36020 Worker's Compensation Insurance, classified positions	\$24,847.00	\$19,875.26	\$44,722.26	\$22,964.00	\$19,182.00	\$42,146.00
37010 OPEB, Allocated, certificated positions	\$10,502.00	\$930.45	\$11,432.45	\$10,592.00	\$935.00	\$11,527.00
37020 OPEB, Allocated, classified positions	\$2,652.00	\$2,198.16	\$4,850.16	\$2,648.00	\$2,214.00	\$4,862.00
37510 OPEB, Active Employees, certificated Positions	\$9,784.00	\$544.13	\$10,328.13	\$9,518.00	\$493.00	\$10,011.00
37520 OPEB, Active Employees, classified positions	\$2,506.00	\$1,229.92	\$3,735.92	\$2,667.00	\$1,278.00	\$3,945.00
Total Employee Benefits	\$2,026,683.80	\$753,872.09	\$2,780,555.89	\$2,039,612.00	\$754,483.00	\$2,794,095.00
Books and Supplies						
41000 Approved Textbooks and Core Curricula Materials	\$0.00	\$7,000.00	\$7,000.00	\$0.00	\$161,994.00	\$161,994.00
42000 Books and Other Reference Materials	\$2,000.00	\$20,400.00	\$22,400.00	\$2,000.00	\$20,400.00	\$22,400.00
43000 Materials and Supplies	\$308,047.92	\$261,953.58	\$570,001.50	\$284,526.00	\$135,705.00	\$420,231.00
44000 Non-Capitalized Equipment	\$58,587.00	\$117,801.00	\$176,388.00	\$41,087.00	\$152,682.00	\$193,769.00
47000 Food	\$1,500.00	\$38,374.52	\$39,874.52	\$1,500.00	\$0.00	\$1,500.00
Total Books and Supplies	\$370,134.92	\$445,529.10	\$815,664.02	\$329,113.00	\$470,781.00	\$799,894.00
Services, Other Operating Expenses						
52000 Travel and Conferences	\$10,200.00	\$9,600.00	\$19,800.00	\$18,680.00	\$11,000.00	\$29,680.00
53000 Dues and Memberships	\$15,028.00	\$0.00	\$15,028.00	\$15,028.00	\$0.00	\$15,028.00
54500 Other Insurance	\$70,849.00	\$0.00	\$70,849.00	\$70,849.00	\$0.00	\$70,849.00
55000 Operation and Housekeeping Services	\$60,000.00	\$130,000.00	\$190,000.00	\$60,000.00	\$130,000.00	\$190,000.00
56000 Rentals, Leases, Repairs and Non-Capitalized Improvements	\$69,500.00	\$3,000.00	\$72,500.00	\$64,500.00	\$2,500.00	\$67,000.00
57103 Transfers of Direct Costs - Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
58000 Professional/Consulting Services and Operating Expenditures	\$600,460.84	\$254,256.25	\$854,717.09	\$633,067.00	\$71,073.00	\$704,140.00
58009 Pension Penalties & Interest	\$600.00	\$0.00	\$600.00	\$600.00	\$0.00	\$600.00
59000 Communications	\$76,500.00	\$18,680.00	\$95,180.00	\$39,000.00	\$0.00	\$39,000.00
Total Services, Other Operating Expenses	\$903,137.84	\$415,536.25	\$1,318,674.09	\$901,724.00	\$214,573.00	\$1,116,297.00
Capital Outlay						
61700 Land Improvements	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00

Budget Comparison Report

by Fund

	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
62000 Buildings and Improvement of Buildings	\$0.00	\$708,402.07	\$708,402.07	\$0.00	\$0.00	\$0.00
64000 Equipment	\$43,000.00	\$226,852.11	\$269,852.11	\$115,416.00	\$202,806.00	\$318,222.00
65000 Equipment Replacement	\$0.00	\$1,116.00	\$1,116.00	\$0.00	\$500.00	\$500.00
Total Capital Outlay	\$43,000.00	\$941,370.18	\$984,370.18	\$115,416.00	\$203,306.00	\$318,722.00
Other Outgo						
71420 Other Tuition, Excess Costs, and/or Deficits Payments to COE	\$48,758.00	\$0.00	\$48,758.00	\$36,375.00	\$0.00	\$36,375.00
74380 Debt Service - Interest	\$0.00	\$50,917.68	\$50,917.68	\$0.00	\$47,783.00	\$47,783.00
74390 Other Debt Service - Principal	\$0.00	\$126,644.00	\$126,644.00	\$0.00	\$146,348.00	\$146,348.00
Total Other Outgo	\$48,758.00	\$177,561.68	\$226,319.68	\$36,375.00	\$194,131.00	\$230,506.00
Direct Support/Indirect Costs						
73100 Transfers of Indirect Costs	(\$19,474.41)	\$19,474.41	\$0.00	(\$27,153.00)	\$27,153.00	\$0.00
73500 Transfers of Indirect Costs - Interfund	(\$24,418.00)	\$0.00	(\$24,418.00)	(\$24,418.00)	\$0.00	(\$24,418.00)
Total Direct Support/Indirect Costs	(\$43,892.41)	\$19,474.41	(\$24,418.00)	(\$51,571.00)	\$27,153.00	(\$24,418.00)
Total Expenditures	\$7,580,038.15	\$3,810,027.46	\$11,390,065.61	\$7,601,343.00	\$2,895,499.00	\$10,496,842.00
Excess (Deficiency) of Revenues	\$683,086.85	(\$236,951.94)	\$446,134.91	\$510,784.00	(\$757,547.00)	(\$246,763.00)
Other Financing Sources/Uses						
Contributions						
89800 Contributions from Unrestricted Resources	(\$938,853.00)	\$938,853.00	\$0.00	(\$939,172.00)	\$939,172.00	\$0.00
Total Contributions	(\$938,853.00)	\$938,853.00	\$0.00	(\$939,172.00)	\$939,172.00	\$0.00
Total Other Financing Sources/Uses	(\$938,853.00)	\$938,853.00	\$0.00	(\$939,172.00)	\$939,172.00	\$0.00
Net Increase (Decrease) in Fund	(\$255,766.15)	\$701,901.06	\$446,134.91	(\$428,388.00)	\$181,625.00	(\$246,763.00)
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$6,306,914.60	\$2,787,547.22	\$9,094,461.82	\$5,614,033.59	\$3,827,604.91	\$9,441,638.50
91110 Fair Value Adjustment to Cash in County Treasury	(\$300,283.87)	\$0.00	(\$300,283.87)	\$0.00	\$0.00	\$0.00
91300 Revolving Cash Account	\$2,500.00	\$0.00	\$2,500.00	\$0.00	\$0.00	\$0.00

Budget Comparison Report

by Fund

	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
92001 Accounts Receivable Clearing	\$15,665.62	\$914,519.70	\$930,185.32	\$0.00	\$0.00	\$0.00
92004 Due From Employees - Payroll Corrections	\$2,861.83	\$0.00	\$2,861.83	\$0.00	\$0.00	\$0.00
93100 Due From Other Funds	\$2,901.05	\$0.00	\$2,901.05	\$0.00	\$0.00	\$0.00
Total Assets	\$6,030,559.23	\$3,702,066.92	\$9,732,626.15	\$5,614,033.59	\$3,827,604.91	\$9,441,638.50
Liabilities						
95009 County Wide Liabilities - by COE	\$190.00	\$159,749.00	\$159,939.00	\$0.00	\$0.00	\$0.00
95010 Accounts Payable Clearing	\$95,407.39	\$239,097.10	\$334,504.49	\$0.00	\$0.00	\$0.00
95013 Deferred Wages Payable	\$30,971.06	\$0.00	\$30,971.06	\$0.00	\$0.00	\$0.00
95014 CSESAP Wages Payable	\$25,102.00	\$0.00	\$25,102.00	\$0.00	\$0.00	\$0.00
95025 State Unemployment Insurance Payable	\$6,266.77	\$0.00	\$6,266.77	\$0.00	\$0.00	\$0.00
95030 Use Tax Payable	\$129.03	\$0.00	\$129.03	\$0.00	\$0.00	\$0.00
95050 Other Current Liabilities	\$2,693.24	\$25,102.00	\$27,795.24	\$0.00	\$0.00	\$0.00
96500 Unearned Revenue	\$0.00	\$152,414.97	\$152,414.97	\$0.00	\$0.00	\$0.00
Total Liabilities	\$160,759.49	\$576,363.07	\$737,122.56	\$0.00	\$0.00	\$0.00
Total Beginning Balance	\$5,869,799.74	\$3,125,703.85	\$8,995,503.59	\$5,614,033.59	\$3,827,604.91	\$9,441,638.50
Adjusted Beginning Balance	\$5,869,799.74	\$3,125,703.85	\$8,995,503.59	\$5,614,033.59	\$3,827,604.91	\$9,441,638.50
Ending Balance						
Assets						
91100 Cash in County Treasury	\$5,614,033.59	\$3,827,604.91	\$9,441,638.50	\$5,185,645.59	\$4,009,229.91	\$9,194,875.50
Total Assets	\$5,614,033.59	\$3,827,604.91	\$9,441,638.50	\$5,185,645.59	\$4,009,229.91	\$9,194,875.50
Total Ending Balance	\$5,614,033.59	\$3,827,604.91	\$9,441,638.50	\$5,185,645.59	\$4,009,229.91	\$9,194,875.50
Components of Ending Fund Balance						
Fund Balance, Nonspendable						
97200 Reserve for Encumbrances	\$91,350.30	\$539,063.49	\$630,413.79	\$0.00	\$0.00	\$0.00
Total Fund Balance, Nonspendable	\$91,350.30	\$539,063.49	\$630,413.79	\$0.00	\$0.00	\$0.00
Fund Balance, Unassigned						

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	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
97900 Undesignated/Unappropriated	(\$493,333.30)	\$1,326,258.29	\$832,924.99	(\$428,388.00)	\$181,625.00	(\$246,763.00)
97910 Beginning Fund Balance	\$5,869,799.74	\$3,125,703.85	\$8,995,503.59	\$5,614,033.59	\$3,827,604.91	\$9,441,638.50
Total Fund Balance, Unassigned	\$5,376,466.44	\$4,451,962.14	\$9,828,428.58	\$5,185,645.59	\$4,009,229.91	\$9,194,875.50
Budgetary and Other Accounts						
98100 Estimated Revenue	(\$7,337,757.00)	(\$4,460,671.52)	(\$11,798,428.52)	\$0.00	\$0.00	\$0.00
98200 Appropriations	\$7,575,324.15	\$3,836,314.29	\$11,411,638.44	\$0.00	\$0.00	\$0.00
98300 Encumbrances	(\$91,350.30)	(\$539,063.49)	(\$630,413.79)	\$0.00	\$0.00	\$0.00
Total Budgetary and Other Accounts	\$146,216.85	(\$1,163,420.72)	(\$1,017,203.87)	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$5,614,033.59	\$3,827,604.91	\$9,441,638.50	\$5,185,645.59	\$4,009,229.91	\$9,194,875.50

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	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
080 Student Activity Special Revenue Fund						
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$0.00	\$0.00	\$0.00	\$61,717.16	\$61,717.16
91200 Cash in Bank(s)	\$0.00	\$61,717.16	\$61,717.16	\$0.00	\$0.00	\$0.00
Total Assets	\$0.00	\$61,717.16	\$61,717.16	\$0.00	\$61,717.16	\$61,717.16
Total Beginning Balance	\$0.00	\$61,717.16	\$61,717.16	\$0.00	\$61,717.16	\$61,717.16
Adjusted Beginning Balance	\$0.00	\$61,717.16	\$61,717.16	\$0.00	\$61,717.16	\$61,717.16
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$61,717.16	\$61,717.16	\$0.00	\$61,717.16	\$61,717.16
Total Assets	\$0.00	\$61,717.16	\$61,717.16	\$0.00	\$61,717.16	\$61,717.16
Total Ending Balance	\$0.00	\$61,717.16	\$61,717.16	\$0.00	\$61,717.16	\$61,717.16
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97910 Beginning Fund Balance	\$0.00	\$61,717.16	\$61,717.16	\$0.00	\$61,717.16	\$61,717.16
Total Fund Balance, Unassigned	\$0.00	\$61,717.16	\$61,717.16	\$0.00	\$61,717.16	\$61,717.16
Total Components of Ending Fund Balance	\$0.00	\$61,717.16	\$61,717.16	\$0.00	\$61,717.16	\$61,717.16

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	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
130 Cafeteria Special Revenue Fund						
Revenues						
Federal Revenues						
82200 Child Nutrition Programs	\$0.00	\$495,000.00	\$495,000.00	\$0.00	\$495,000.00	\$495,000.00
Total Federal Revenues	\$0.00	\$495,000.00	\$495,000.00	\$0.00	\$495,000.00	\$495,000.00
Other State Revenues						
85200 Child Nutrition	\$0.00	\$110,000.00	\$110,000.00	\$0.00	\$120,000.00	\$120,000.00
Total Other State Revenues	\$0.00	\$110,000.00	\$110,000.00	\$0.00	\$120,000.00	\$120,000.00
Other Local Revenues						
86340 Food Service Sales	\$0.00	\$2,000.00	\$2,000.00	\$0.00	\$2,000.00	\$2,000.00
86600 Interest	\$0.00	\$18,000.00	\$18,000.00	\$0.00	\$180,000.00	\$180,000.00
86990 All Other Local Revenue	\$0.00	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00	\$15,000.00
Total Other Local Revenues	\$0.00	\$35,000.00	\$35,000.00	\$0.00	\$197,000.00	\$197,000.00
Total Revenues	\$0.00	\$640,000.00	\$640,000.00	\$0.00	\$812,000.00	\$812,000.00
Expenditures						
Classified Salaries						
22000 Classified Support Salaries	\$0.00	\$120,075.00	\$120,075.00	\$0.00	\$123,597.00	\$123,597.00
22002 Substitute Classified Support	\$0.00	\$7,700.00	\$7,700.00	\$0.00	\$6,600.00	\$6,600.00
22003 Classified Support Salaries - Auxillary	\$0.00	\$1,700.00	\$1,700.00	\$0.00	\$1,734.00	\$1,734.00
23000 Classified Supervisors' and Administrators' Salaries	\$0.00	\$54,954.00	\$54,954.00	\$0.00	\$56,053.00	\$56,053.00
Total Classified Salaries	\$0.00	\$184,429.00	\$184,429.00	\$0.00	\$187,984.00	\$187,984.00
Employee Benefits						
32020 Public Employees' Retirement System, classified positions	\$0.00	\$49,250.00	\$49,250.00	\$0.00	\$50,850.00	\$50,850.00
33022 OASDI, classified positions	\$0.00	\$11,500.00	\$11,500.00	\$0.00	\$11,655.00	\$11,655.00
33023 Medicare, classified positions	\$0.00	\$2,700.00	\$2,700.00	\$0.00	\$2,726.00	\$2,726.00
34020 Health & Welfare Benefits, classified positions	\$0.00	\$24,816.00	\$24,816.00	\$0.00	\$25,410.00	\$25,410.00

Budget Comparison Report

by Fund

	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
130 Cafeteria Special Revenue Fund						
35020 State Unemployment Insurance, classified positions	\$0.00	\$92.00	\$92.00	\$0.00	\$94.00	\$94.00
36020 Worker's Compensation Insurance, classified positions	\$0.00	\$5,200.00	\$5,200.00	\$0.00	\$5,098.00	\$5,098.00
37020 OPEB, Allocated, classified positions	\$0.00	\$574.00	\$574.00	\$0.00	\$588.00	\$588.00
37520 OPEB, Active Employees, classified positions	\$0.00	\$303.00	\$303.00	\$0.00	\$303.00	\$303.00
Total Employee Benefits	\$0.00	\$94,435.00	\$94,435.00	\$0.00	\$96,724.00	\$96,724.00
Books and Supplies						
43000 Materials and Supplies	\$0.00	\$30,000.00	\$30,000.00	\$0.00	\$30,000.00	\$30,000.00
44000 Non-Capitalized Equipment	\$0.00	\$43,200.00	\$43,200.00	\$0.00	\$35,000.00	\$35,000.00
47000 Food	\$0.00	\$230,000.00	\$230,000.00	\$0.00	\$240,000.00	\$240,000.00
Total Books and Supplies	\$0.00	\$303,200.00	\$303,200.00	\$0.00	\$305,000.00	\$305,000.00
Services, Other Operating Expenses						
52000 Travel and Conferences	\$0.00	\$200.00	\$200.00	\$0.00	\$200.00	\$200.00
53000 Dues and Memberships	\$0.00	\$400.00	\$400.00	\$0.00	\$400.00	\$400.00
55000 Operation and Housekeeping Services	\$0.00	\$20,000.00	\$20,000.00	\$0.00	\$20,000.00	\$20,000.00
56000 Rentals, Leases, Repairs and Non-Capitalized Improvements	\$0.00	\$2,690.00	\$2,690.00	\$0.00	\$0.00	\$0.00
58000 Professional/Consulting Services and Operating Expenditures	\$0.00	\$72,700.00	\$72,700.00	\$0.00	\$72,000.00	\$72,000.00
Total Services, Other Operating Expenses	\$0.00	\$95,990.00	\$95,990.00	\$0.00	\$92,600.00	\$92,600.00
Capital Outlay						
64000 Equipment	\$0.00	\$14,000.00	\$14,000.00	\$0.00	\$10,000.00	\$10,000.00
Total Capital Outlay	\$0.00	\$14,000.00	\$14,000.00	\$0.00	\$10,000.00	\$10,000.00
Direct Support/Indirect Costs						
73500 Transfers of Indirect Costs - Interfund	\$0.00	\$24,418.00	\$24,418.00	\$0.00	\$24,418.00	\$24,418.00
Total Direct Support/Indirect Costs	\$0.00	\$24,418.00	\$24,418.00	\$0.00	\$24,418.00	\$24,418.00
Total Expenditures	\$0.00	\$716,472.00	\$716,472.00	\$0.00	\$716,726.00	\$716,726.00
Excess (Deficiency) of Revenues	\$0.00	(\$76,472.00)	(\$76,472.00)	\$0.00	\$95,274.00	\$95,274.00
Net Increase (Decrease) in Fund	\$0.00	(\$76,472.00)	(\$76,472.00)	\$0.00	\$95,274.00	\$95,274.00
Beginning Balance						

Budget Comparison Report

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	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
130 Cafeteria Special Revenue Fund						
Assets						
91100 Cash in County Treasury	\$2,901.05	\$577,767.45	\$580,668.50	\$0.00	\$589,069.30	\$589,069.30
91110 Fair Value Adjustment to Cash in County Treasury	\$0.00	(\$19,172.70)	(\$19,172.70)	\$0.00	\$0.00	\$0.00
91300 Revolving Cash Account	\$0.00	\$300.00	\$300.00	\$0.00	\$0.00	\$0.00
92001 Accounts Receivable Clearing	\$0.00	\$97,245.08	\$97,245.08	\$0.00	\$0.00	\$0.00
93200 Stores	\$0.00	\$10,601.37	\$10,601.37	\$0.00	\$0.00	\$0.00
Total Assets	\$2,901.05	\$666,741.20	\$669,642.25	\$0.00	\$589,069.30	\$589,069.30
Liabilities						
95010 Accounts Payable Clearing	\$0.00	\$1,199.90	\$1,199.90	\$0.00	\$0.00	\$0.00
96100 Due to Other Funds	\$2,901.05	\$0.00	\$2,901.05	\$0.00	\$0.00	\$0.00
Total Liabilities	\$2,901.05	\$1,199.90	\$4,100.95	\$0.00	\$0.00	\$0.00
Total Beginning Balance	\$0.00	\$665,541.30	\$665,541.30	\$0.00	\$589,069.30	\$589,069.30
Adjusted Beginning Balance	\$0.00	\$665,541.30	\$665,541.30	\$0.00	\$589,069.30	\$589,069.30
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$589,069.30	\$589,069.30	\$0.00	\$684,343.30	\$684,343.30
Total Assets	\$0.00	\$589,069.30	\$589,069.30	\$0.00	\$684,343.30	\$684,343.30
Total Ending Balance	\$0.00	\$589,069.30	\$589,069.30	\$0.00	\$684,343.30	\$684,343.30
Components of Ending Fund Balance						
Fund Balance, Nonspendable						
97200 Reserve for Encumbrances	\$0.00	\$59,996.51	\$59,996.51	\$0.00	\$0.00	\$0.00
Total Fund Balance, Nonspendable	\$0.00	\$59,996.51	\$59,996.51	\$0.00	\$0.00	\$0.00
Fund Balance, Unassigned						
97900 Undesignated/Unappropriated	\$0.00	(\$152,944.00)	(\$152,944.00)	\$0.00	\$95,274.00	\$95,274.00
97910 Beginning Fund Balance	\$0.00	\$665,541.30	\$665,541.30	\$0.00	\$589,069.30	\$589,069.30
Total Fund Balance, Unassigned	\$0.00	\$512,597.30	\$512,597.30	\$0.00	\$684,343.30	\$684,343.30

Budget Comparison Report

by Fund

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	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
130 Cafeteria Special Revenue Fund						
Budgetary and Other Accounts						
98100 Estimated Revenue	\$0.00	(\$640,000.00)	(\$640,000.00)	\$0.00	\$0.00	\$0.00
98200 Appropriations	\$0.00	\$716,472.00	\$716,472.00	\$0.00	\$0.00	\$0.00
98300 Encumbrances	\$0.00	(\$59,996.51)	(\$59,996.51)	\$0.00	\$0.00	\$0.00
Total Budgetary and Other Accounts	\$0.00	\$16,475.49	\$16,475.49	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$0.00	\$589,069.30	\$589,069.30	\$0.00	\$684,343.30	\$684,343.30

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	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
140 Deferred Maintenance Fund						
Revenues						
Other Local Revenues						
86600 Interest	\$1,000.00	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$1,000.00
Total Other Local Revenues	\$1,000.00	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$1,000.00
Total Revenues	\$1,000.00	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$1,000.00
Excess (Deficiency) of Revenues	\$1,000.00	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$1,000.00
Net Increase (Decrease) in Fund	\$1,000.00	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$1,000.00
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$42,989.34	\$0.00	\$42,989.34	\$42,569.90	\$0.00	\$42,569.90
91110 Fair Value Adjustment to Cash in County Treasury	(\$1,419.44)	\$0.00	(\$1,419.44)	\$0.00	\$0.00	\$0.00
Total Assets	\$41,569.90	\$0.00	\$41,569.90	\$42,569.90	\$0.00	\$42,569.90
Total Beginning Balance	\$41,569.90	\$0.00	\$41,569.90	\$42,569.90	\$0.00	\$42,569.90
Adjusted Beginning Balance	\$41,569.90	\$0.00	\$41,569.90	\$42,569.90	\$0.00	\$42,569.90
Ending Balance						
Assets						
91100 Cash in County Treasury	\$42,569.90	\$0.00	\$42,569.90	\$43,569.90	\$0.00	\$43,569.90
Total Assets	\$42,569.90	\$0.00	\$42,569.90	\$43,569.90	\$0.00	\$43,569.90
Total Ending Balance	\$42,569.90	\$0.00	\$42,569.90	\$43,569.90	\$0.00	\$43,569.90
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97900 Undesignated/Unappropriated	\$2,000.00	\$0.00	\$2,000.00	\$1,000.00	\$0.00	\$1,000.00
97910 Beginning Fund Balance	\$41,569.90	\$0.00	\$41,569.90	\$42,569.90	\$0.00	\$42,569.90
Total Fund Balance, Unassigned	\$43,569.90	\$0.00	\$43,569.90	\$43,569.90	\$0.00	\$43,569.90

Budget Comparison Report

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	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
140 Deferred Maintenance Fund						
<u>Budgetary and Other Accounts</u>						
98100 Estimated Revenue	(\$1,000.00)	\$0.00	(\$1,000.00)	\$0.00	\$0.00	\$0.00
Total Budgetary and Other Accounts	(\$1,000.00)	\$0.00	(\$1,000.00)	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$42,569.90	\$0.00	\$42,569.90	\$43,569.90	\$0.00	\$43,569.90

Budget Comparison Report

by Fund

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	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
210 Building Fund						
Revenues						
Other Local Revenues						
86600 Interest	\$0.00	\$15.00	\$15.00	\$0.00	\$15.00	\$15.00
Total Other Local Revenues	\$0.00	\$15.00	\$15.00	\$0.00	\$15.00	\$15.00
Total Revenues	\$0.00	\$15.00	\$15.00	\$0.00	\$15.00	\$15.00
Excess (Deficiency) of Revenues	\$0.00	\$15.00	\$15.00	\$0.00	\$15.00	\$15.00
Net Increase (Decrease) in Fund	\$0.00	\$15.00	\$15.00	\$0.00	\$15.00	\$15.00
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$603.87	\$603.87	\$0.00	\$598.93	\$598.93
91110 Fair Value Adjustment to Cash in County Treasury	\$0.00	(\$19.94)	(\$19.94)	\$0.00	\$0.00	\$0.00
Total Assets	\$0.00	\$583.93	\$583.93	\$0.00	\$598.93	\$598.93
Total Beginning Balance	\$0.00	\$583.93	\$583.93	\$0.00	\$598.93	\$598.93
Adjusted Beginning Balance	\$0.00	\$583.93	\$583.93	\$0.00	\$598.93	\$598.93
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$598.93	\$598.93	\$0.00	\$613.93	\$613.93
Total Assets	\$0.00	\$598.93	\$598.93	\$0.00	\$613.93	\$613.93
Total Ending Balance	\$0.00	\$598.93	\$598.93	\$0.00	\$613.93	\$613.93
Components of Ending Fund Balance						
Fund Balance, Nonspendable						
97200 Reserve for Encumbrances	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Fund Balance, Nonspendable	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Fund Balance, Unassigned						

Budget Comparison Report

by Fund

8:26:35AM

	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
210 Building Fund						
97900 Undesignated/Unappropriated	\$0.00	\$30.00	\$30.00	\$0.00	\$15.00	\$15.00
97910 Beginning Fund Balance	\$0.00	\$583.93	\$583.93	\$0.00	\$598.93	\$598.93
Total Fund Balance, Unassigned	\$0.00	\$613.93	\$613.93	\$0.00	\$613.93	\$613.93
Budgetary and Other Accounts						
98100 Estimated Revenue	\$0.00	(\$15.00)	(\$15.00)	\$0.00	\$0.00	\$0.00
98300 Encumbrances	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Budgetary and Other Accounts	\$0.00	(\$15.00)	(\$15.00)	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$0.00	\$598.93	\$598.93	\$0.00	\$613.93	\$613.93

Budget Comparison Report

by Fund

8:26:35AM

	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
251 Developer Fees Fund						
<u>Fund Balance, Unassigned</u>						
97900 Undesignated/Unappropriated	\$0.00	\$7,000.00	\$7,000.00	\$0.00	\$1,000.00	\$1,000.00
97910 Beginning Fund Balance	\$0.00	\$32,860.96	\$32,860.96	\$0.00	\$36,360.96	\$36,360.96
Total Fund Balance, Unassigned	\$0.00	\$39,860.96	\$39,860.96	\$0.00	\$37,360.96	\$37,360.96
<u>Budgetary and Other Accounts</u>						
98100 Estimated Revenue	\$0.00	(\$3,500.00)	(\$3,500.00)	\$0.00	\$0.00	\$0.00
98300 Encumbrances	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Budgetary and Other Accounts	\$0.00	(\$3,500.00)	(\$3,500.00)	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$0.00	\$36,360.96	\$36,360.96	\$0.00	\$37,360.96	\$37,360.96

Budget Comparison Report

by Fund

8:26:35AM

	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
350 County School Facilities Fund - New Construction						
Revenues						
Other Local Revenues						
86600 Interest	\$0.00	\$1.00	\$1.00	\$0.00	\$1.00	\$1.00
Total Other Local Revenues	\$0.00	\$1.00	\$1.00	\$0.00	\$1.00	\$1.00
Total Revenues	\$0.00	\$1.00	\$1.00	\$0.00	\$1.00	\$1.00
Excess (Deficiency) of Revenues	\$0.00	\$1.00	\$1.00	\$0.00	\$1.00	\$1.00
Net Increase (Decrease) in Fund	\$0.00	\$1.00	\$1.00	\$0.00	\$1.00	\$1.00
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$11.32	\$11.32	\$0.00	\$11.95	\$11.95
91110 Fair Value Adjustment to Cash in County Treasury	\$0.00	(\$0.37)	(\$0.37)	\$0.00	\$0.00	\$0.00
Total Assets	\$0.00	\$10.95	\$10.95	\$0.00	\$11.95	\$11.95
Total Beginning Balance	\$0.00	\$10.95	\$10.95	\$0.00	\$11.95	\$11.95
Adjusted Beginning Balance	\$0.00	\$10.95	\$10.95	\$0.00	\$11.95	\$11.95
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$11.95	\$11.95	\$0.00	\$12.95	\$12.95
Total Assets	\$0.00	\$11.95	\$11.95	\$0.00	\$12.95	\$12.95
Total Ending Balance	\$0.00	\$11.95	\$11.95	\$0.00	\$12.95	\$12.95
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97900 Undesignated/Unappropriated	\$0.00	\$1.00	\$1.00	\$0.00	\$1.00	\$1.00
97910 Beginning Fund Balance	\$0.00	\$10.95	\$10.95	\$0.00	\$11.95	\$11.95
Total Fund Balance, Unassigned	\$0.00	\$11.95	\$11.95	\$0.00	\$12.95	\$12.95

Budget Comparison Report

by Fund

8:26:35AM

	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
350 County School Facilities Fund - New Construction						
Total Components of Ending Fund Balance	\$0.00	\$11.95	\$11.95	\$0.00	\$12.95	\$12.95

Budget Comparison Report

by Fund

8:26:35AM

	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
351 County School Facilities Fund - Modernization						
Revenues						
Other Local Revenues						
86600 Interest	\$0.00	\$4,000.00	\$4,000.00	\$0.00	\$4,000.00	\$4,000.00
Total Other Local Revenues	\$0.00	\$4,000.00	\$4,000.00	\$0.00	\$4,000.00	\$4,000.00
Total Revenues	\$0.00	\$4,000.00	\$4,000.00	\$0.00	\$4,000.00	\$4,000.00
Excess (Deficiency) of Revenues	\$0.00	\$4,000.00	\$4,000.00	\$0.00	\$4,000.00	\$4,000.00
Net Increase (Decrease) in Fund	\$0.00	\$4,000.00	\$4,000.00	\$0.00	\$4,000.00	\$4,000.00
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$141,945.45	\$141,945.45	\$0.00	\$141,258.65	\$141,258.65
91110 Fair Value Adjustment to Cash in County Treasury	\$0.00	(\$4,686.80)	(\$4,686.80)	\$0.00	\$0.00	\$0.00
Total Assets	\$0.00	\$137,258.65	\$137,258.65	\$0.00	\$141,258.65	\$141,258.65
Total Beginning Balance	\$0.00	\$137,258.65	\$137,258.65	\$0.00	\$141,258.65	\$141,258.65
Adjusted Beginning Balance	\$0.00	\$137,258.65	\$137,258.65	\$0.00	\$141,258.65	\$141,258.65
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$141,258.65	\$141,258.65	\$0.00	\$145,258.65	\$145,258.65
Total Assets	\$0.00	\$141,258.65	\$141,258.65	\$0.00	\$145,258.65	\$145,258.65
Total Ending Balance	\$0.00	\$141,258.65	\$141,258.65	\$0.00	\$145,258.65	\$145,258.65
Components of Ending Fund Balance						
Fund Balance, Nonspendable						
97200 Reserve for Encumbrances	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Fund Balance, Nonspendable	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Fund Balance, Unassigned						

Budget Comparison Report

by Fund

8:26:35AM

	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
351 County School Facilities Fund - Modernization						
97900 Undesignated/Unappropriated	\$0.00	\$8,000.00	\$8,000.00	\$0.00	\$4,000.00	\$4,000.00
97910 Beginning Fund Balance	\$0.00	\$137,258.65	\$137,258.65	\$0.00	\$141,258.65	\$141,258.65
Total Fund Balance, Unassigned	\$0.00	\$145,258.65	\$145,258.65	\$0.00	\$145,258.65	\$145,258.65
Budgetary and Other Accounts						
98100 Estimated Revenue	\$0.00	(\$4,000.00)	(\$4,000.00)	\$0.00	\$0.00	\$0.00
98300 Encumbrances	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Budgetary and Other Accounts	\$0.00	(\$4,000.00)	(\$4,000.00)	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$0.00	\$141,258.65	\$141,258.65	\$0.00	\$145,258.65	\$145,258.65

Budget Comparison Report

by Fund

8:26:35AM

	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
356 County School Facilities Fund - Full- Day Kinder Facilities Program						
Revenues						
Other State Revenues						
85450 School Facilities Apportionments	\$0.00	\$1,667,402.00	\$1,667,402.00	\$0.00	\$0.00	\$0.00
Total Other State Revenues	\$0.00	\$1,667,402.00	\$1,667,402.00	\$0.00	\$0.00	\$0.00
Other Local Revenues						
86600 Interest	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$10,000.00	\$10,000.00
Total Other Local Revenues	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$10,000.00	\$10,000.00
Total Revenues	\$0.00	\$1,672,402.00	\$1,672,402.00	\$0.00	\$10,000.00	\$10,000.00
Expenditures						
Capital Outlay						
62000 Buildings and Improvement of Buildings	\$0.00	\$100,000.00	\$100,000.00	\$0.00	\$0.00	\$0.00
Total Capital Outlay	\$0.00	\$100,000.00	\$100,000.00	\$0.00	\$0.00	\$0.00
Total Expenditures	\$0.00	\$100,000.00	\$100,000.00	\$0.00	\$0.00	\$0.00
Excess (Deficiency) of Revenues	\$0.00	\$1,572,402.00	\$1,572,402.00	\$0.00	\$10,000.00	\$10,000.00
Net Increase (Decrease) in Fund	\$0.00	\$1,572,402.00	\$1,572,402.00	\$0.00	\$10,000.00	\$10,000.00
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$192,087.18	\$192,087.18	\$0.00	\$1,751,230.74	\$1,751,230.74
91110 Fair Value Adjustment to Cash in County Treasury	\$0.00	(\$6,342.40)	(\$6,342.40)	\$0.00	\$0.00	\$0.00
Total Assets	\$0.00	\$185,744.78	\$185,744.78	\$0.00	\$1,751,230.74	\$1,751,230.74
Liabilities						
95010 Accounts Payable Clearing	\$0.00	\$6,916.04	\$6,916.04	\$0.00	\$0.00	\$0.00
Total Liabilities	\$0.00	\$6,916.04	\$6,916.04	\$0.00	\$0.00	\$0.00
Total Beginning Balance	\$0.00	\$178,828.74	\$178,828.74	\$0.00	\$1,751,230.74	\$1,751,230.74

Budget Comparison Report

by Fund

8:26:35AM

	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
356 County School Facilities Fund - Full- Day Kinder Facilities Program						
Adjusted Beginning Balance	\$0.00	\$178,828.74	\$178,828.74	\$0.00	\$1,751,230.74	\$1,751,230.74
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$1,751,230.74	\$1,751,230.74	\$0.00	\$1,761,230.74	\$1,761,230.74
Total Assets	\$0.00	\$1,751,230.74	\$1,751,230.74	\$0.00	\$1,761,230.74	\$1,761,230.74
Total Ending Balance	\$0.00	\$1,751,230.74	\$1,751,230.74	\$0.00	\$1,761,230.74	\$1,761,230.74
Components of Ending Fund Balance						
Fund Balance, Nonspendable						
97200 Reserve for Encumbrances	\$0.00	\$7,564.62	\$7,564.62	\$0.00	\$0.00	\$0.00
Total Fund Balance, Nonspendable	\$0.00	\$7,564.62	\$7,564.62	\$0.00	\$0.00	\$0.00
Fund Balance, Unassigned						
97900 Undesignated/Unappropriated	\$0.00	\$1,572,402.00	\$1,572,402.00	\$0.00	\$10,000.00	\$10,000.00
97910 Beginning Fund Balance	\$0.00	\$178,828.74	\$178,828.74	\$0.00	\$1,751,230.74	\$1,751,230.74
Total Fund Balance, Unassigned	\$0.00	\$1,751,230.74	\$1,751,230.74	\$0.00	\$1,761,230.74	\$1,761,230.74
Budgetary and Other Accounts						
98300 Encumbrances	\$0.00	(\$7,564.62)	(\$7,564.62)	\$0.00	\$0.00	\$0.00
Total Budgetary and Other Accounts	\$0.00	(\$7,564.62)	(\$7,564.62)	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$0.00	\$1,751,230.74	\$1,751,230.74	\$0.00	\$1,761,230.74	\$1,761,230.74

Budget Comparison Report

by Fund

8:26:35AM

	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
510 Bond Interest & Redemption Fund - #1						
Revenues						
Other Local Revenues						
86110 Voted Indebtedness Levies, Secured Roll	\$0.00	\$165,650.00	\$165,650.00	\$0.00	\$170,650.00	\$170,650.00
Total Other Local Revenues	\$0.00	\$165,650.00	\$165,650.00	\$0.00	\$170,650.00	\$170,650.00
Total Revenues	\$0.00	\$165,650.00	\$165,650.00	\$0.00	\$170,650.00	\$170,650.00
Expenditures						
Other Outgo						
74330 Bond Redemptions	\$0.00	\$65,000.00	\$65,000.00	\$0.00	\$70,000.00	\$70,000.00
74340 Bond Interest and Other Service Charges	\$0.00	\$100,650.00	\$100,650.00	\$0.00	\$100,650.00	\$100,650.00
Total Other Outgo	\$0.00	\$165,650.00	\$165,650.00	\$0.00	\$170,650.00	\$170,650.00
Total Expenditures	\$0.00	\$165,650.00	\$165,650.00	\$0.00	\$170,650.00	\$170,650.00
Excess (Deficiency) of Revenues	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Net Increase (Decrease) in Fund	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$450,481.15	\$450,481.15	\$0.00	\$435,607.02	\$435,607.02
91110 Fair Value Adjustment to Cash in County Treasury	\$0.00	(\$14,874.13)	(\$14,874.13)	\$0.00	\$0.00	\$0.00
Total Assets	\$0.00	\$435,607.02	\$435,607.02	\$0.00	\$435,607.02	\$435,607.02
Total Beginning Balance	\$0.00	\$435,607.02	\$435,607.02	\$0.00	\$435,607.02	\$435,607.02
Adjusted Beginning Balance	\$0.00	\$435,607.02	\$435,607.02	\$0.00	\$435,607.02	\$435,607.02
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$435,607.02	\$435,607.02	\$0.00	\$435,607.02	\$435,607.02
Total Assets	\$0.00	\$435,607.02	\$435,607.02	\$0.00	\$435,607.02	\$435,607.02

Budget Comparison Report

by Fund

8:26:35AM

	2023 - 2024 Working Thru 6/30/2024			2024 - 2025 Working Thru 7/1/2024		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
510 Bond Interest & Redemption Fund - #1						
Total Ending Balance	\$0.00	\$435,607.02	\$435,607.02	\$0.00	\$435,607.02	\$435,607.02
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97910 Beginning Fund Balance	\$0.00	\$435,607.02	\$435,607.02	\$0.00	\$435,607.02	\$435,607.02
Total Fund Balance, Unassigned	\$0.00	\$435,607.02	\$435,607.02	\$0.00	\$435,607.02	\$435,607.02
Budgetary and Other Accounts						
98100 Estimated Revenue	\$0.00	(\$165,650.00)	(\$165,650.00)	\$0.00	\$0.00	\$0.00
98200 Appropriations	\$0.00	\$165,650.00	\$165,650.00	\$0.00	\$0.00	\$0.00
Total Budgetary and Other Accounts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$0.00	\$435,607.02	\$435,607.02	\$0.00	\$435,607.02	\$435,607.02

3. **Open Public Hearing on 2024-2025 Districts General Fund Excess Reserve**
 - 3.1 Open for Public Questions and Comments

4. **Open Public Hearing on the Local Control Accountability Plan (LCAP) 2024 - 2025**
 - 4.1 Open for Public Questions and Comments

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tipton Elementary School District

CDS Code: 54 72215 6054431

School Year: 2024-25

LEA contact information:

Cherie Solian

Principal

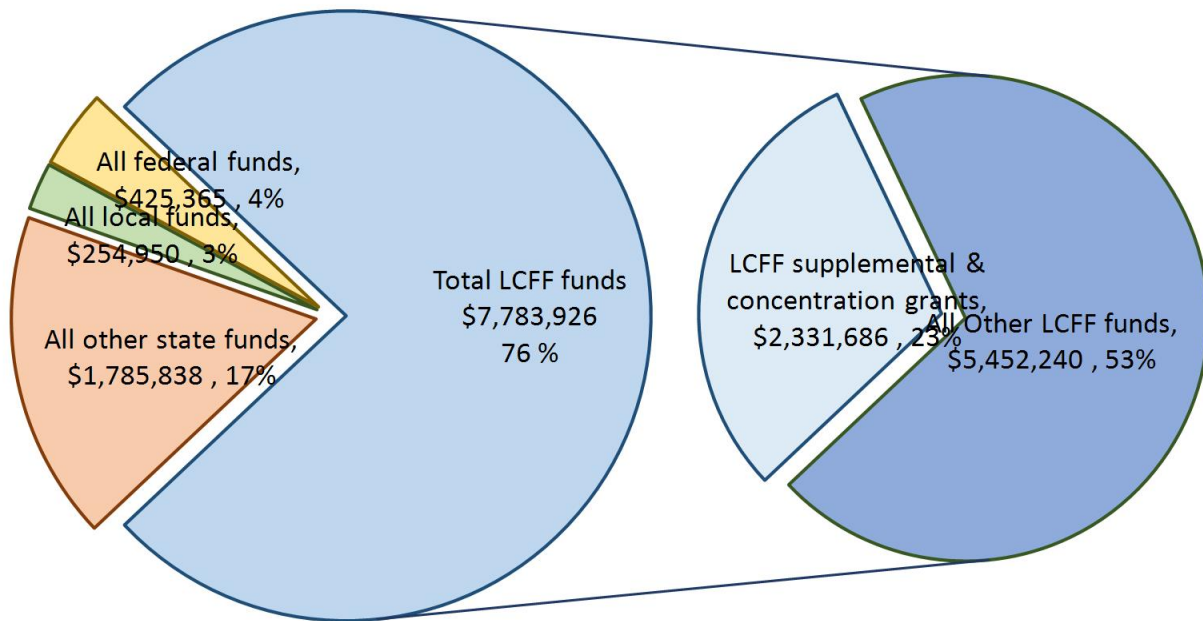
csolian@tipton.k12.ca.us

(559)752-4213

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

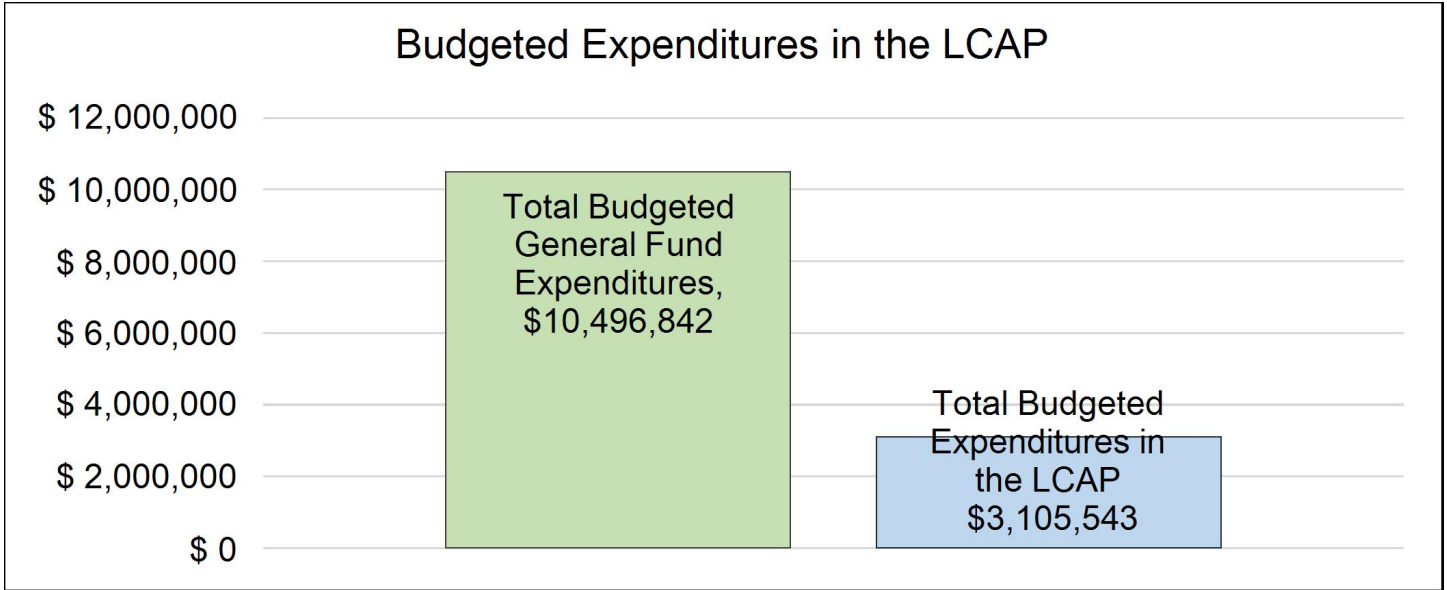


This chart shows the total general purpose revenue Tipton Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tipton Elementary School District is \$10,250,079, of which \$7,783,926 is Local Control Funding Formula (LCFF), \$1,785,838 is other state funds, \$254,950 is local funds, and \$425,365 is federal funds. Of the \$7,783,926 in LCFF Funds, \$2,331,686 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Tipton Elementary School District plans to spend \$10,496,842 for the 2024-25 school year. Of that amount, \$3,105,543 is tied to actions/services in the LCAP and \$7,391,299 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

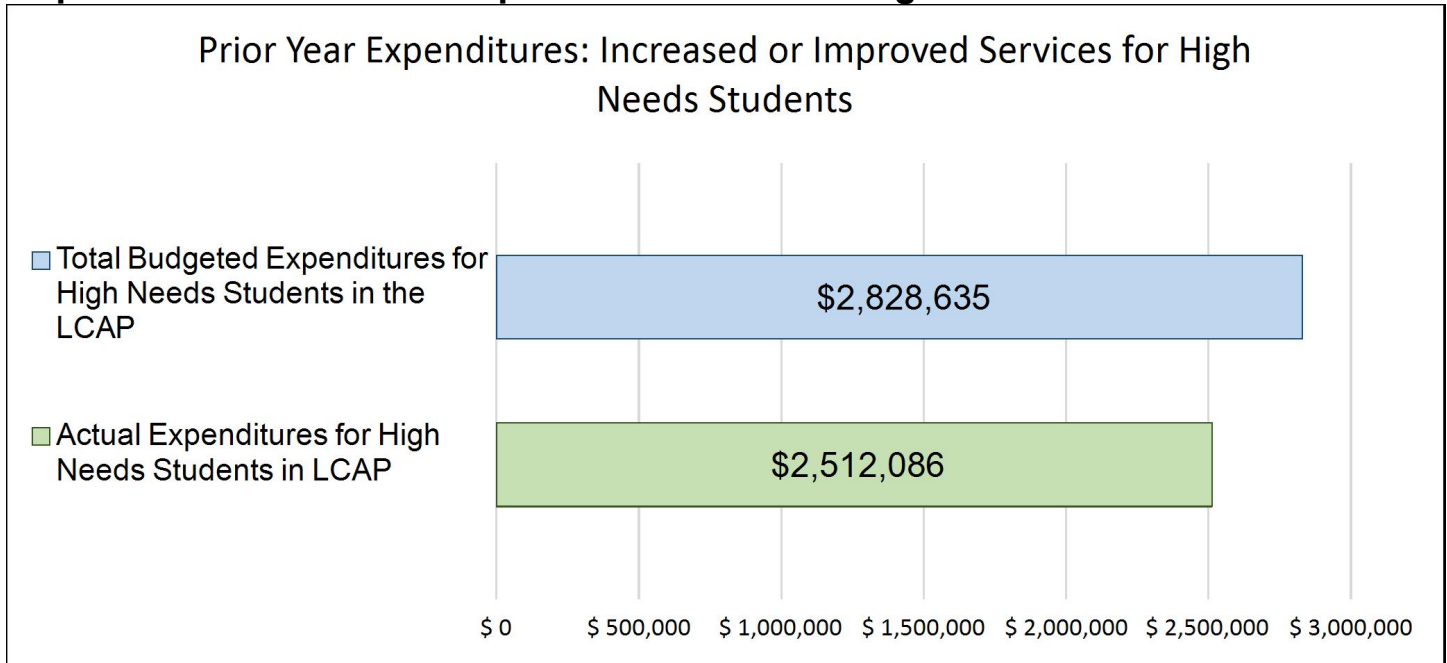
Most teachers, administrator, classified staff salaries and benefits, purchase of state adopted curriculum and materials, maintenance, cafeteria, and transportation costs.

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

In 2024-25, Tipton Elementary School District is projecting it will receive \$2,331,686 based on the enrollment of foster youth, English learner, and low-income students. Tipton Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Tipton Elementary School District plans to spend \$2,614,424 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 Tipton Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Tipton Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Tipton Elementary School District's LCAP budgeted \$2,828,635 for planned actions to increase or improve services for high needs students. Tipton Elementary School District actually spent \$2,512,086 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-316,549 had the following impact on Tipton Elementary School District's ability to increase or improve services for high needs students:

The difference in planned and actual expenditures had no impact on the delivery of services for high needs students. There was an overbudgeting in some planned expenditures, thus resulting in the difference. High needs students received planned Action services as intended.

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
Tipton Elementary School District	Cherie Solian Principal	csolian@tipton.k12.ca.us (559)752-4213

Goals and Actions

Goal

Goal #	Description
1	Improve student achievement in English Language Arts, Math and increased academic achievement for all English Learners. (Priorities 1, 2, 4, 7 and 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress (CAASPP) System - ELA	2018-2019 -14.9 points from standard 2018-2019 EL Students -23.3 points from standard	Data not available for 2020-2021 2022 Dashboard Data • 30.3 points from standard EL Students - 38.1 points from standard	2022 Dashboard Data • 30.3 points from standard EL Students - 38.1 points from standard	2023 Dashboard Data • 34.9 from standard EL Students -44 Points from standard	<ul style="list-style-type: none"> • 6.5 from standard • 12.1 from standard for EL Students
California Assessment of Student Performance and Progress (CAASPP) System - MATH	2018-2019 -42.8 points from standard 2018-2019 EL Students -47.6 points from standard	Data not available for 2020-2021 2022 Dashboard Data • 67.9 points from standard EL Students -73.5 points from standard	2022 Dashboard Data • 67.9 points from standard EL Students -73.5 points from standard	2023 Dashboard Data • 64.3 points from standard EL Students -71 points from standard	<ul style="list-style-type: none"> • 28.4 from standard • 31.6 from standard for EL Students
STAR Reading	2019-2020 school year 33.08% of	2021-2022	2022-2023 End of year Data	2023-2024	60% of students measure at or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students in 2nd-8th grade measured at or above reading proficiency as measured by the STAR reading test.	43% of students measure at or above reading proficiency as measured by the STAR reading test.	37% of students in 2nd-8th grade measured at or above reading proficiency as measured by the STAR reading test.	34% of students in 2nd-8th grade at or above reading proficiency as measured by the end of year STAR reading test	reading proficiency as measured by the STAR reading test
STAR Math	2019- 2020 school year 24% of students in 2nd - 8th grade measured at or above level as measured by the STAR Math test.	2021-2022 32% of students in 2nd - 8th grade measure at or above level as measured by the STAR Math test.	2022-2023 End of Year Data 43% of students in 2nd - 8th grade measured at or above level as measured by the STAR Math test.	2023-2024 51% 2nd-8th grade at or above level as measured by the STAR Math test	60% of students in 2nd - 8th grade measure at or above level as measured by the STAR Math test
Local Math Benchmark	Baseline will be established using 2021-2022 data.	2021-2022 22.73% of students in meet or exceed standard on the TESD math benchmark.	2023 End of Year Data 70% of K-1st students measured at or above grade level on the TESD end of year math benchmark. 32% of 2nd-8th measured at or above proficiency in math.	2023-2024 K-1st 66% at or above grade level on the TESD end of year math benchmark 37% 2nd-8th grade at or above grade level on TESD mid year math benchmark	Percent of students at or above level as measured by local math benchmark will increase by 6% of the overall baseline.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Developmental Reading Assessment (DRA)	During the 2018-2019 school year 28% of K-5th grade students measured at or above proficiency in DRA.	2021-2022 47.45% of 3rd-5th grade students measured at or above proficiency in DRA. During the 2021-2022 year it was decided that K-3 students would not be assessed with DRA rather they would be assessed with DIBLES.	2023 End of Year Data- 49.21% of K-2 students measured at or above proficiency in DRA. Only below grade level students (based on mid-year STAR Reading below grade level performance) were administered the DRA in 3rd-5th grade. 29.45% of 3rd-5th below grade level students (48 out of 163 students) scored near or below grade level on the End of Year DRA.	2023-2024 1st-5th all students assessed for first DRA assessment 24% of 1st-5th students measured at or above proficiency in DRA for End of Year <ul style="list-style-type: none"> • Kindergarten- Overall: 4.26% • 1st grade- Overall: 22.03% • 2nd grade- Overall: 39.58% 	55% of K-5th grade students measure at or above proficiency in DRA
Local Writing Benchmarks	During the 2019- 2020 school year 35% of K-8 students met or exceeded the standard on the TESD mid year writing benchmark.	2021-2022 34.08% of K-8 students meet or exceeded the standard on the TESD mid year writing benchmark	2023 End of Year Data 53.98% of K-8 students met or exceeded the standard on the TESD end of the year writing benchmark.	2023-2024 41% of TK-8th grade students met or exceeded the standard on the TESD writing benchmark	37% of K-8 students meet or exceeded the standard on the TESD mid year writing benchmark
Teacher Misassignment Rate	The teacher misassignment rate	2021-2022	2022-2023	The teacher misassignment rate is 3.6%	0% teacher misassignment rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	for the 2019-2020 school year is 3.8%.	The teacher misassignment rate is 3.6%	The teacher misassignment rate is 0%		
Teacher attrition rate	The teacher attrition rate for the 2019-2020 school year is 7.4%.	2021-2022 0% teacher attrition rate	2022-2023 3% teacher attrition rate	6.7% teacher attrition rate	0% teacher attrition rate
Student access to standards aligned materials	During the 2019-2020 school year 100% of students have access to standards aligned materials.	2021-2022 100% of students have access to standards aligned materials	2022-2023 100% of students have access to standards aligned materials.	100% of students have access to standards aligned materials	100% of students have access to standards aligned materials
Implementation of academic content/performance standards	During the 2019-2020 year through examination was done and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	2021-2022 Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	2022-2023 Thorough examination was done and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.
Pupil access and enrollment in a broad range of study, including both unduplicated and special needs students	During 2019 - 2020 100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.	2021-2022 100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.	2022-2023 100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.	100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.	100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facility Good Repair Status Report (FIT)	During the 2019-2020 year we maintained a Good rating on the FIT report.	2021-2022 During the 2021-2022 year we maintained a Good rating on the FIT report.	During the 2022-2023 year we maintained a Good rating on the FIT report.	During the 2023-2024 year, we maintained a Good rating on the FIT report.	Maintain a Good or Exemplary rating on the FIT report.
Evaluation and report on number and types of programs and services developed and provided to unduplicated pupils as well as individuals with exceptional needs.	2019-2020 100% of unduplicated pupils and students with exceptional needs were provided access to a large variety of programs in order to support their growth and achievement.	2021-2022 100% of programs available offered to unduplicated pupils as well as individuals with exceptional needs.	2022-2023 100% of unduplicated pupils and students with exceptional needs were provided access to a large variety of programs in order to support their growth and achievement.	100% of programs available offered to unduplicated pupils as well as individuals with exceptional needs.	100% of programs available offered to unduplicated pupils as well as individuals with exceptional needs.
Fully Credentialed in the the subject area and for pupils they are teaching.	The baseline for fully credentialed teacher rate for 2019-2020 is 96%.	2021-2022 96% fully credentialed	2022-2023 96% fully credentialed	2023-2024 96% fully credentialed	100% fully credentialed
EL Reclassification Rate	2019-2020 18.6% of EL students were reclassified.	2020-2021 14.4 % of EL students were reclassified.	2022-2023 Spring Data 13.9% of EL students were reclassified.	2023-2024 Fall Data 13.9% of EL students were reclassified (data quest) TESD reclassified 28 additional English learners in the Fall of 2023	33% of EL students reclassified
CA School Dashboard EL Learner Indicator	35.5% of our EL students are making progress towards	Data not available 2022 Dashboard Data	2022 Dashboard Data 46.7% of EL students are making progress	2023 Dashboard Data 47.2% of EL students are making progress	45.4% Performance level medium.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English language proficiency. The performance level is low.	46.7% of EL students are making progress towards English language proficiency. The performance level is medium.	towards English language proficiency. The performance level is medium.	towards English language proficiency. The performance level is medium	
Implementation of ELD standards, programs, and services	100% of students are receiving instruction aligned to the ELD standards.	2021-2022 100% of students are receiving instruction aligned to the ELD standards	2022-2023 100% of students are receiving instruction aligned to the ELD standards	100% of students are receiving instruction aligned to the ELD standards	100% of students are receiving instruction aligned to the ELD standards
The percentage of ELs who make progress toward English proficiency on ELPAC.	The 2018-2019 ELPAC 11.1% maintained ELPI Level 4 28% maintained ELPI levels 1, 2L,2H,3L, 3H 36.3% decreased at least 1 ELPI level	Data not available 2022 Dashboard Data 1.80% maintained ELPI Level 4 35.4% maintained ELPI levels 1, 2L,2H,3L, 3H 17.9% decreased at least 1 ELPI level	2022 Dashboard Data 1.80% maintained ELPI Level 4 35.4% maintained ELPI levels 1, 2L,2H,3L, 3H 17.9% decreased at least 1 ELPI level	2023 Dashboard Data 3.3% maintained ELPI level 4 34.8% maintained ELPI level, 1, 2L, 2H, 3L, 3H 18% decreased at least one ELPI level	17.1% will maintain ELPI Level 4 22% will maintain ELPI levels 1, 2L, 2H, 3L, 3H 30.3% will decrease at least 1 ELPI level
DIBELS Reading Assessment for K-3 grades	For the 2021-2022 mid-year DIBELS assessment 36% of students in grade K-3rd grade measured at or above benchmark.	For the 2022 end of - year DIBELS assessment 38% of students in grade K-3rd grade measured at or above benchmark.	2023- End of Year- DIBELS assessment 41.27% of student in grade K-3rd measured at or above benchmark.	2023 Midyear DIBELS assessment 46% of students in K-3rd grade measured at or above benchmark	50% of students in grade K-3rd grade measured at or above benchmark

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

Goal Analysis

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

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

The actions outlined in Goal 1: Improve student achievement in English Language Arts, Math and increased academic achievement for all English Learners. These actions support the progress in meeting the goal to decrease the points away from meeting standards on the CAASPP assessments, increase the percentage of students meeting proficiency in reading and math, increase the percent of students proficient in writing, increase the percentage of English learner reclassification rates, and increase the percentage of ELs who make progress toward English proficiency on ELPAC.

Action 1.1: Provide small group intervention support with instructional aides in ELA to all students including English learners, foster youth, and low income students.

Action 1.2: Provide students with access to technology and resources for student research and learning in ELA and math through the purchase of replacement of technology devices, infrastructure upgrades, and an in-house technology support technician and support staff. Provide all English language learners students with access to technology and resources for student research and learning.

Action 1.3: Provide all students and English learner students with ancillary English Language Arts (ELA) materials including leveled books, news magazines, and student workbooks. Provide all students and students with special needs with ancillary math materials including manipulatives and supplemental workbooks.

Action 1.4: Provide students with incentives and awards to recognize and encourage increased achievement in language proficiency, ELA and math.

Action 1.6: Provide a Resource Teacher to support the implementation of a school wide CSS based professional development plan to help increase the achievement of all students. To provide support to our struggling students by designing and implementing a cohesive intervention program throughout the school. To monitor student performance to ensure no student is left behind. To support and improve our community outreach.

Action 1.9: Provide extended summer learning to address academic intervention/remediation of grade level content missed and targeted intervention for students with disabilities, foster youth, homeless, and English Learners.

Action 1.10: Tutoring services to address academic intervention/remediation of grade level content missed and targeted intervention for students with disabilities, foster youth, homeless, and English Learners.

Action 1.11: Math support with Tulare County Office of Education Consultant and sub coverage will be provided for teachers to attend professional development training.

Action 1.12: Web-based programs to address improving achievement of disadvantaged

Action 1.13 Materials: Instructional materials to supplement classroom activities

Action 1.14 Library books and materials: Improve and increase library selections

Action 1.15 Improve multi-tiered system of support for students by building understanding in teachers. Sub coverage will be provided when the coach pushes into the classroom for one-on-one support.

Action 1.18: ELD Professional Development in the area of English Language Development will be provided to staff by TCOE ELD consultants along with Dr. Nancy Akhavan. Implementation of learned strategies will enable staff to effectively support English Learners in progressing with the acquisition of English language proficiency. Sub coverage will be provided for teachers to attend professional development training.

Analysis statement:

Full implementation of actions 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17 and 1.18 occurred.

Partial implementation of action 1.3. Materials were provided for action 1.3, training was not available, so materials were limitedly used.

Successes in implementation include:

The purchase of awards shirts for the honor roll and principal's list was made and shirts were presented to students. The development and sustainability of the master schedule so that instructional aides were meeting with students daily ensured students received the same number of minutes for intervention lessons. When we were short with instructional aides, we combined intervention groups and kept consistency in instruction for intervention students. Progress monitoring provided data for us to know when we needed to exit an intervention student or place an additional student in a group. The resource teacher and MTSS coach maintained and analyzed student data in multiple data housing programs. The District provided 1:1 Chromebook for grades 2-5, 2:1 Chromebook for students in grades 6-8, and K-1 has 6 iPads. The technology has been used to access web based programs that differentiate practice for students' individual needs. Summer school participation with technology includes interactive web based activities with Math Expressions and 95% Group reading intervention. Summer school facilitates unduplicated students who are recommended by their teachers. These students have an extended opportunity to build skills and confidence. The web based programs have given students an engaging learning modality which facilitates concurrently building 21st century skills and building knowledge of the content area. Students had access to progress monitoring their own learning and academic achievement. Timely information allowed for teachers to recognize when a student needed tier 2 support and immediately used our communication system to submit a request for student support. The resource teacher and MTSS coach worked in tandem and alongside our MTSS team to implement flexible intervention grouping. The full-time STEM teacher allowed grades 1st-5th to attend STEM class weekly. Materials purchased were used to keep students engaged and provide hands on activities. All grades participated in grade level field trips or enrichment activities with the exception of 1st grade. TK/Kindergarten went to a local farm. 2nd grade went to the zoo and had a STEAM enrichment come to campus. 3rd grade had a reptile experience on campus. 4th grade went to a CA mission. 5th SCICON day trip. 6th attended SCICON for a week. 7th went to the Ronald Regan Museum and 8th grade went to San Francisco. STEM also took students to release trout at SCICON. The librarian was employed full-time the entire school year. The librarian was able to purchase new books and materials to increase student engagement with reading. Salary increases attributed to our low attrition rate. It allowed continuity of care and consistent instruction. Supplemental materials that were purchased include 95% Group Phonics to increase K-3rd reading. Scholastic guided reading books were also purchased to replace missing or damaged books. The Title I monies allowed us to purchase additional web-based programs including Nearpod, Acadience, and IXL. IXL was used to help support tier 2 instruction.

Challenges in implementation include:

Training in MTSS throughout the school year was a challenge when the District faced a shortage of substitute teachers and an increase in teacher absences. At the junior high school level, many parents did not sign the technology agreement for students to take Chromebook for fear of having to pay for damaged or lost devices. Some students had signed technology agreements but did not have devices issued. Data interoperability has not flourished in the sense of collective efficacy. Trauma, equity, and poverty have been hurdles to overcome. Notably our MTSS system needs to work for all students and these hurdles will be addressed as the District moves forward in building its refined MTSS components to include social emotional and behavioral supports. Additional challenges faced in the implementation processes were that we had multiple instructional aides leave our District and we used time and resources to hire and replace new instructional aides throughout the school year.

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.

For action 1.1 the expenditures were overbudgeted. The budget initially allocated funds for the salaries of existing staff. However, as the school year progressed, some staff members left or retired, and their replacements were hired at a lower pay rate.

For action 1.2 the expenditures were overbudgeted. The anticipated costs needed for the action were less than expected. Other funding not in the LCAP was utilized resulting in a lower expenditure amount.

For action 1.3 the expenditures were overbudgeted. The anticipated costs needed for the action were less than expected. This will be adjusted moving forward.

For action 1.4 the expenditures were overbudgeted. The anticipated costs needed for the action were less than expected. This will be adjusted moving forward.

For action 1.7 the expenditures were overbudgeted. One grade level did not go on a field trip The cost of going on the trips was less than expected.

For action 1.10 the expenditures were underbudgeted for this action. More staff tutored than previously planned.

For 1.12 the expenditures were overbudgeted. The amount listed was a typo. The additional amount would have been allocated elsewhere.

For 1.13 the expenditures were overbudgeted. The anticipated costs needed for the action were less than expected.

For 1.18 the expenditures were underbudgeted for this action. The district had additional substitute costs for staff training.

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

Actions 1.1, 1.4, 1.6, and 1.15 have shown to be effective as noted in the following outcomes: A -3.5 point move closer to standard in CAASPP math, an 8% increase in proficiency in STAR math. At least 9 students have been exited from the Student Study Team process. The purchase of awards shirts for honor roll and principal's list was made and shirts were presented to students. It also showed effective as noted by the following outcomes: 51% students in grades 2-8 were on grade level or above, math benchmarks mid-year 43.21% of students were at or above grade level. Grades 7 & 8 have shown consistent improvements.

Actions 1.2, 1.9, and 1.12 have shown to be effective as noted in the following outcomes:

Action 1.18 noted to be effective based on the following outcomes: 7% increase for English learners who met or exceeded in writing benchmarks.

Action 1.3 included the purchase of Rigby guided reading books, however, staff was not yet accessing the materials on a regular basis. Effectiveness is noted with Read Live as students on IEPs have met their annual reading goals and improved in the area of reading fluency.

Action 1.5, 1.13, and 1.15 were shown to be effective. All students had weekly library times to check out books. The librarian also did read-alouds to TK-2nd grade classes when they came in. Students had access to a multitude of reading materials as well as access to technology. Beyond their library times, the library was open before school and during their recess time. Students could also access the web-based programs from the library.

Action 1.8 showed to be effective in the areas of math and writing. Recruiting, hiring, and keeping highly qualified staff helped the students surpass the writing goal of 37% at or above grade level. 41% of the TK-8 students were at or above grade level. Students decreased their distance from standard on CAASPP math by 3.6 points. Students also improved on the local math benchmark with an increase of 8% by the end of the 2023-24 school year.

Action 1.16 and 1.17 showed to be effective. All students 1st-5th attended a STEM class weekly. These classes allowed students multiple opportunities to be able to use oral language skills and to write about their experiences as demonstrated by the local writing benchmark showing 41% of students at or above grade level.

Action 1.7 showed to be effective as shown by all grade levels, with the exception of one grade level, went on a field trip or had an enrichment experience on campus.

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

A change is being made to Goal 1. The previous goal included math. The district has decided to separate math from ELA . Goal 1 will now focus on ELA and English learners. be that all students will demonstrate growth towards meeting and exceeding standards in English language arts (ELA) as measured by California Assessment of Student Performance and Progress (CAASPP) and local education agency (LEA) assessments. English Learners (ELs) and Long Term English Learners (LTELs) will demonstrate progress toward English language development (ELD) as measured by English Language Proficiency Assessment for California (ELPAC) and LEA assessments. Goal 2 will solely focus on academic achievement in math.

Action 1.11 - Professional Development for math has been removed since math will be in goal 2. Action 1.18 - ELD Professional Development will be suspended for the time being which will allow the district writing PD to organically grow teachers capacity in English learner support.

Since action 1.11 was removed actions had to be renumbered to the following:

Action 1.12 will now be action 1.11 Web based programs

Action 1.13 will now be action 1.12 Materials

Action 1.14 will now be action 1.13 Library Books Materials

Action 1.15 will now be action 1.14 MTSS Coach

Action 1.16 will now be action 1.15 Stem Teacher

Action 1.17 will now be action 1.16 Materials Supplies for stem

Action 1.18 will now be action 1.17 Writing Professional Development

Action 1.18 will be Reading Intervention

Action 1.17 will now be writing professional development. This action will provide writing professional development. The professional learning for teachers would focus on helping teachers develop strategies in writing to support all students but particularly students who are acquiring language and LTEL.

New Action for 2024-2025 will be 1.18 Reading intervention support provided after school. This action will provide high impact, individualized intervention in reading.

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	Improving school climate while increasing pupil attendance and decreasing chronic absenteeism while providing a safe and secure campus. (Priorities 3, 5 and 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	2019-2020 96% K-8 attendance rate.	2021-2022 92% K-8 attendance rate	2022- 2023 Dashboard 94% attendance rate	92% K-8 attendance	97% K-8 attendance
Chronic absentee rate	2018-2019 chronic absentee rate is 3.1%	2021-2022 Data not available 2022 Dashboard date The chronic absentee rate is 24.7%	2022-2023 Dashboard Chronic absentee rate is 24.7%	2023-2024 Dashboard Chronic absentee rate Overall - 19.4% SED - 20.2% English learner - 19.7% Hispanic/Latino - 19.5% Homeless - 25.7%	2.6% chronic absentee rate
Pupil suspension rate	2018-2019 suspension rate was 1.5%	2021-2022 3.17% suspension rate	2022-2023 Dashboard Suspension rate 3.5%	2023-2024 Dashboard Suspension rate 5.7%	1.2% suspension rate
Pupil expulsion rate	2018-2019 Less than 1%	2021-2022 less than 1% 2022 Dashboard data Expulsion rate is 0%	2022-2023 Expulsion rate less than 1%	2023 Midyear less than 1%	less than 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle school dropout rate	2019-2020: 0 students	2021-2022 0 students	2022-2023: 0 students	2023-2024: 0 students	0 students
California Healthy Kids Survey	The California Healthy Kids Survey was administered during 2019-2020 school year for 5th and 7th grade students as well as staff members. 73% of 5th graders and 89% of 7th graders completed the survey. 0% of staff completed the survey.	2021-2022 52% of 5th graders and 96% of 7th graders completed the survey. 38% of staff completed the survey.	2021-2022 52% of 5th graders and 96% of 7th graders completed the survey. 38% of staff completed the survey. The California Healthy Kids Survey will be administered during the 2023-2024 school year	2023-2024 92% of 6th graders and 96% of 7th graders completed the survey. 11.25% of staff complete the survey	95% of 5th and 7th grade students and staff participate in the California Healthy Kids Survey every other year.
Local LCAP parent and employee survey	2019-2020 A Local LCAP survey was given to all parents, students and staff. Students in 5th - 8th grade took the LCAP survey. 28 parents responded to the survey. 162 students responded to the survey Baseline for employee's survey will be established in 2021-2022.	2021-2022 158 students 9, parents and 32 staff participated in the annual LCAP survey.	2022-2023 204 students 88, parents and 29 staff participated in the annual LCAP survey.	2023-2024 14 parents and 60 staff participated in the annual LCAP survey.	To have 60 parents, 180 students and 30 employees participate in the survey to provide feedback on the LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Safety and Connectedness Survey	Baseline will be established in 2021-2022.	2021-2022 93.1% of parent feel safe and connected at school.	2022-2023 88% of parents feel safe and connected at school.	2023-2024 91% of parents feel safe and connected at school	To have 80% of parents that feel safe and connected at school.
Staff Safety and Connectedness Survey	Baseline will be established in 2021-2022.	2021-2022 67% of staff feel safe and connected at school.	2022-2023 76% of staff feel safe and connected at school.	2023-2024 86% of staff feel safe and connected at school.	To have 80% of staff that feel safe and connected at school.
Student LCAP Survey	Baseline will be established in 2021-2022.	2021-2022 61.4% of students report a need for more counseling services, 61.4% report a need for more social emotional learning opportunities	2022-2023 57.2% of students report a need for more counseling services and social emotional learning opportunities	2023-2024 85% of students report they feel Tipton Elementary provides enough counseling services	Based on these data a decrease of 20% of students will report the need for more counseling services and SEL opportunities.

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.

Goal 2

- Action 2.1- Awards and Incentives - Provide students with incentives and awards to recognize and encourage increased attendance.
- Action 2.2, 2.3, 2.6, and 2.9- Increased and improved access to school psychologist, BHS mental health professional, and social worker services ELAC, SSC, LCAP surveys: including foster youth, homeless, and low-income students, requested increased social-emotional supports.
- Action 2.4 & 2.5- Increased and improved access to health experts-increased and improved student information/parent communication

Action 2.10: Infrastructure and software to connect with first responders in the case of an emergency. The use of actVnet was used multiple times this the school year when practicing fire, earthquake, and lockdown drills.

Action 2.11 and 2.13: The Early Warning System (EWS) Aeries Analytics and School Pass a Visitor Management+ Subscription Visitor & Student Management and Parent Change Management for Absence, Tardies, and Early Dismissal were implemented and used to identify chronic absenteeism.

Action 2.12: Staff CPR training ensures the safety of students and faculty. The training was provided in August and will be offered again in August 2025. With increasing student health concerns, it's crucial for more staff to be equipped with CPR skills to respond effectively to emergencies on campus or during school-sponsored trips.

The actions outlined in goal 2: Improving school climate while increasing pupil attendance and decreasing chronic absenteeism while providing a safe and secure campus. The overall implementation of the majority of the actions has positively impacted improving the school climate while increasing pupil attendance and decreasing chronic absenteeism while providing a safe and secure campus.

Analysis statement:

Full implementation of actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 2.10, 2.11, 2.12, 2.13, occurred.

Successes in implementation include: awards and incentives to recognize and encourage increased attendance and chronic absentee rate was 19.4%. This was an improvement from the previous year of 24.7%. Some students were given mental health support by different mental health professionals, at least 111 students were seen this school year. The District used the Early Warning System (EWS) Aeries Analytics to identify at-risk students of chronic absenteeism and a decrease in chronic absenteeism. Additional mental health supports have helped students to stay engaged and improve attendance. Support services increased knowledge of mental health challenges, crisis support, and community links to help our families. Communication was provided and updated for families with the nurse and parent liaison in helping to improve student mental and physical health through training, skill building, health literature, and presentations. Care Solace was also provided as an additional resource to families. Community outreach provided professional services, or services of a specific expertise, to our students' families who may not otherwise have had access to those services. This year, the SART/SARB process was fully implemented. Two cases were taken to court and another referral is pending with the District Attorney's office. Two more students are on local SARB contracts and another 9 students are on SART contracts. During our fall carnival, the family social worker worked with multiple agencies for parent outreach. Vendors included free internet sign ups with AT&T, Tulare County Office of Education Behavior Health Services, legal services for immigration status, family outreach services, and local food vendors. The addition of our Esports lab has also contributed to increased attendance, reduced D/Fs in ELA and math, and school connectedness.

Challenges in implementation include: excessive absences from staff who provide additional counseling support to our students. Students are not able to be seen regularly when staff is absent. Midway through the school year, the Family Social worker left the district. Other means of correction have not decreased students from continuous suspensions. When it is determined that students need more intense social-emotional help, parents aren't following through with the intake process for those services to be provided for students with higher needs.

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.

For action 2.1 the expenditures were overbudgeted. The anticipated costs needed for the action were less than expected.

For action 2.3 the expenditures were overbudgeted. The anticipated costs needed for the action were less than expected due to the staff member resigning mid year.

For action 2.12 the expenditures were overbudgeted. The anticipated costs needed for the action were less than expected. Less staff participated in the CPR training than what was planned for.

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 for Goal 2 have shown to be effective. We may need to secure additional actions based on the needs of our stakeholders and for the new LCAP.

Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13 showed to be effective as noted by: 92% K-8 attendance, 2023-2024 Dashboard Chronic absentee rate: Overall - 19.4%, SED - 20.2%, English learner - 19.7%, Hispanic/Latino - 19.5%, Homeless - 25.7%, 2023, Student Expulsion rate: Midyear less than 1%, Middle School Dropout rate: 2023-2024: 0 students, CHKS 2023-2024 92% of 6th graders and 96% of 7th graders completed the survey. Parents safety and connectedness survey: 2023-2024 91% of parents feel safe and connected at school, Staff safety and connectedness survey: 2023-2024 86% of staff feel safe and connected at school. Based on the student LCAP survey in 2023-2024 85% of students report they feel Tipton Elementary provides enough counseling services. The Special Friends Aide ran two 12 week sessions for students that were referred. There was an increase in student attendance for those students attending Special Friends. The Parent Liaison passes out food to students in need to ensure that they have access to food over the weekend. The Parent Liaison also provided drug/alcohol education to parents as well as setting up parent meeting to allow staff keep parents informed of upcoming events. The district provided 8 parent meetings.

Actions 2.4 & 2.5 showed effective as noted by: School LVN is on campus daily from 9:00-2:30. The school RN was contracted for 10 school days. In 2022-2023, there were 1531 nurse visits. There were 41 less students seen by the LVN in the 2023-2024 school year. There were 315 parent outreaches. Family outreach has led to increased attendance for students that have ongoing health issues. There was an increase in referrals to outside resources, including, but not limited to, outreach for referrals for eye examines and glasses, asthma and diabetes related issues, and how to take care of lice infestations.

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.

Dashboard data indicated that our suspension rate was an area that needed improvement.

Goal 2 will be changed to Goal 3 to include the following: Enhancing the atmosphere within the school environment, concurrently boosting student attendance, reducing chronic absenteeism and suspension rates, and ensuring a safe and secure campus. Our expected outcome is to decrease the suspension rate for all students and English Language students.

A change will be to increase the days of support from BHS mental health professionals and the triage social worker and eliminate action 2.3, Social Worker. With the consistent attendance of BHS and the Triage Social worker and financial constraints facing the district it was decided that supportive services for students and families would be better served by two staff members contracted through the County Office of Education. With this change, students will have access to either the school psychologist, BHS mental health, or a triage social worker for the entire day 5 days a week. Students who are struggling with attendance, discipline, suspension, and social and emotional issues will have more access to full-day support.

Awards and incentives help students develop positive behaviors, such as listening well, following instructions, and showing a positive attitude. Incentives can also help students stay on track for their goals. Although the District does have Quarter Award assemblies, we will add more awards and incentives for successful progress monitoring and meeting intervention goals. The District will also add a schoolwide attendance reward system.

A desired outcome would be to increase the number of outreach and training offered to parents for the upcoming school year by the LVN and RN.

Due to a change in actions for 2024-2025, Goal 2 will now become Goal 3.

Action 3.12 will be a new action for 2024-2025. Action 3.12 involves upgrading our existing door locks to keyless entry systems, enhancing campus safety and security.

Action 2.1 Awards and Incentives will now be Math Materials: Books and Supplies

Action 2.2 Psychologists will now be Awards/Incentives

Action 2.3 Social Worker will now be Professional Development for Math

Action 2.4 LVN will now be Web-based programs

Action 2.5 RN, 2.6 BHS Mental Health Professional, 2.7 Special Friends, 2.8 Parent Liaison, 2.9 Triage Social Worker, 2.10 Infrastructure/Software ActVnet, 2.11 Student information, 2.12 CPR, 2.13 SchoolPass will be action items in Goal 3.

Goal 3 will now have the following actions

Action 3.1: Awards and Incentives

Action 3.2 Psychologist

Action 3.3 LVN

Action 3.4 RN
Action 3.5 BHS Mental Health Professional
Action 3.6 Special Friends Aide
Action 3.7 Parent Liaison
Action 3.8 Triage Social Worker
Action 3.9 Infrastructure/ Software ActVnet
Action 3.10 Student Information
Action 3.11 CPR
Action 3.12 Door Locks

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

Goals and Actions

Goal

Goal #	Description
3	To improve the participation and increase learning opportunities for parents. (Priorities 3 and 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Opportunities for parent involvement in district decision making.	2019-2020 - 4 Opportunities for parent involvement in district decision making	2021-2022 4 opportunities parent involvement in district decision making	2022-2023 7 opportunities for parent involvement in district decision making	2023-2024 19 opportunities for parent involvement in district decision making	Provide at least 5 opportunities for parent involvement in district decision making
Opportunities for parent education in school wide programs.	2019-2020 - 10 Opportunities for parent education in school wide programs	2021-2022 10 opportunity for parent education in school wide programs.	2022-2023 19 opportunity for parent education in school wide programs.	2023-2024 44 opportunities for parent education in school wide programs	Provide at least 15 opportunities for parent education in school wide programs
Number of school sponsored parent events	2019-2020 - 4 sponsored parent events	2021-2022 9 sponsored parent events	2022-2023 (spring) 12 sponsored parent events	2023-2024 23 sponsored parent events	Host a minimum of 6 school sponsored parent events
Number of parents, including those of unduplicated pupils and special needs pupils, who attend parent conferences in order to receive and give input regarding their students'	2019-2020 98% Parent conference attendance rate	2021-2022 95% Parent conference rate	2022-2023 92% Parent conference attendance rate	95% Parent conference rate	98.5% Parent conference attendance rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
academic program and progress					

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 in goal 3 were complete as described in the LCAP.

The actions outlined in Goal 3: To improve participation and increase learning opportunities for parents:

Action 3.1: Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.

Action 3.2: Provide parents access to real-time student and school information through the Aeries Parent Portal including attendance, grades, and school/parent communication. Use Parentsquare for parent communication as well as the school website where information is displayed and updated.

Goal 3 Actions 3.1 & 3.2 have been fully implemented.

Successes in implementation include: the creation of 12 more opportunities for parent involvement in district decision-making, 25 additional opportunities for parent education through school-wide programs, the organization of 11 more sponsored parent events, and an increase in parent conference attendance from 92% to 95%.

Challenges in implementation include: ensuring the attendance of all parents at parent conferences. While the district managed to enhance the rate from 92% to 95%, this remains an ongoing effort, with the district committed to devising strategies to further boost parent participation. In the LCAP parent survey and during School Site Council meetings, parents are requesting that SSC/ELAC meetings be held later in the day so that parents that work have the opportunity to attend these meetings.

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.

For action 3.1 the expenditures were overbudgeted. Although we planned and had more parent events the cost was lower than expected. This will be adjusted for next year.

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

Goal 3 Action 3.1 has shown to be effective because we have been able to host student/parent events that help to create a positive school climate, increase capacity, and solicit community input was extremely effective in making progress towards the goal. As a result, the school successfully expanded its offerings of 19 different parent education sessions and school-sponsored events. Additionally, we were able to offer 44 opportunities for parents.

Goal 3 Action 3.2 has shown to be effective because we were able to provide parents access to real-time student and school information through the Aeries Parent Portal including attendance, grades, ELPAC and CAASPP student score reports, and school/parent communication. Use Parentsquare for parent communication as well as the school website where information is displayed and updated. ParentSquare enabled continuous communication by providing families with updates on school activities. There were 332 posts, 1315 direct messages, and 11 alerts sent out via Parent Square for student information/parent communication. Furthermore, the school website served as a platform for displaying and updating information. Parents have shared that they like the communication from ParentSquare.

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.

Due to a change in actions for 2024-2025, Goal 3 will now become Goal 4. There will be no other changes to this goal.

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

Goals and Actions

Goal

Goal #	Description
4	To provide and equip a multipurpose room and improve school facilities which will assist with the implementation of a broad range of study, increase pupil achievement, and help facilitate parental involvement. (Priorities 3 and 7)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of VAPA events available to entire school community	2019- 2020 2 VAPA events hosted	2021 -2022 2 VAPA events were hosted	2022-2023 4 VAPA event was held so far.	2023-2024 4 VAPA events were held	Host at least 4 VAPA events available to entire school community
Percentage of students who participate in music during the regular school day	2019-2020 0% of our students participated in music during the regular school day	2021-2022 There are currently 11% of students participating in music during the regular school day.	2022-2023 38.49% of our students participated in music during the regular school day	2023-2024 68% of our students participating in music during the regular school day.	30% of students participated in music during the regular school day

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 in goal 4 were complete as described in the LCAP.

Action 4.1: Provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings. Improvement to school facilities include but are not limited to modernization of buildings, supplies, equipment, student desks, fields and playgrounds.

Action 4.2: Provide music and theater equipment for visual and performing arts for all students

Action 4.3: Provide a school garden that is a learning environment used to promote real world, hands on experiences for students in grades K-8.

Action 4.4: Provide additional hours of one part time custodial staff to a full time position. This will allow additional hours to support students and parent events.

Action 4.5: Provide materials, supplies and equipment needed for enrichment and extra curricular activities which includes but is not limited to sports and clubs.

Action 4.6: Provide a music teacher, 60% LCAP

Action 4.7: Supplies needed for broad range of study that support the elective courses being offered.

Successes in implementation include: We have been able to provide four VAPA opportunities and our parents were able to experience these events. We were able to increase the percent of students participating in music to 68%. The multipurpose room has been available and ready for a variety of uses; drama class, band, cheer, sports practices and games, awards events, and parent events. Students across grade levels continue to use the garden space for different purposes. Students participating in a broad range of study through electives are sharing that they feel more connected to school, are improving in attendance and making better grades.

Challenges in implementation include: music teacher being unable to complete the school year due to unforeseen circumstances therefore we were not able to hold a spring concert.

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.

For action 4.2 the expenditures were overbudgeted for this action. The equipment did not need as many repairs as anticipated and theater equipment was not purchased.

For action 4.5 the expenditures were overbudgeted for this action. The district received a donation for our new baseball and softball program resulting in a lower cost to the district.

For action 4.7 the expenditures were overbudgeted for this action. This was a new action. Not all staff utilized or needed the funds available for electives.

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

Actions 4.1, 4.2, 4.3, and 4.6 were effective as we were able to provide adequate facilities to increase student participation in visual and performing arts, and gave students the opportunity to learn the importance of agriculture in our school garden, allowing for K-8 grade

students to experience music education and parents the opportunity to listen to them perform at a spring concert, the drama class was able to perform two plays for our parents/families and community. Action 4.4 provided additional hours to support students and parent events through the Additional Concentration Grant that was available. There was an increase in parent engagement events. Action 4.5 was effective in that there were purchases of new sports and PE equipment. The District was able to implement baseball and softball. Students engaged in 3 games with other districts. Action 4.7 was effective in that we were able to provide supplies needed for a broad range of study that support the elective courses being offered.

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.

Due to a change in actions for 2024-2025, Goal 4 will now become Goal 5. There will be no other changes to this goal.

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

Goals and Actions

Goal

Goal #	Description
5	Maintain class sizes of 24:1 or less across grades TK-8. (Priorities 4, 5 and 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Class size of less than or equal to 24:1	2019- 2020 All classes were maintained at or below 24:1 except two 4th grade classes with ratios of 28:1, 5th grade with ratios of 26:1 and 27:1 along with one 4/5 combo with 25:1. Two of our 8th grade classes had a ratio of 25:1 and 26:1.	All classes were maintained at or below 24:1 except one 7th grade class with ratio of 25:1	2022-2023: All classes were maintained at or below the 24:1 except one 8th grade class with a ratio of 25:1	2023-2024: All classes were maintained at or below 24:1	All class sizes in all grade levels: Less than 24:1 across grades TK-8
California Assessment of Student Performance and Progress (CAASPP) System - ELA	2018-2019 -14.9 points from standard 2018-2019 EL Students -23.9 points from standard	2022-2023 Dashboard Data <ul style="list-style-type: none"> 30.3 points from standard EL Students - 69.6 points from standard	2022-2023 Dashboard Data <ul style="list-style-type: none"> 30.3 points from standard EL Students - 69.6 points from standard	2023-2024 Dashboard Data <ul style="list-style-type: none"> 34.5 points from standard EL students -44 points from standard	<ul style="list-style-type: none"> 6.5 from standard 12.1 from standard for EL Students
California Assessment of Student Performance and	2018-2019 -42.8 points from standard	2022 - 2023 Dashboard Data	2022 - 2023 Dashboard Data	2023-2024 Dashboard Data	<ul style="list-style-type: none"> 28.4 from standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Progress (CAASPP) System - MATH	2018-2019 EL Students -47.6 points from standard	<ul style="list-style-type: none"> 67.9 points from standard EI Students -94.9 points from standard	<ul style="list-style-type: none"> 67.9 points from standard EI Students -94.9 points from standard	<ul style="list-style-type: none"> 64.3 points from standard EL students -71 points from standard	<ul style="list-style-type: none"> 31.6 from standard for EL Students

Goal Analysis

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

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

The objectives of Goal 5 were to maintain a positive school climate and enhance pupil achievement and engagement by providing small class sizes through the allocation of funding for three additional teachers across the district. Additionally, the aim was to provide direct services for low-income, English learner, and foster youth students through the deployment of additional teachers to support small class sizes, facilitated by the Additional Concentration Grant.

Action 5.1 Provide small class sizes through the funding of 3 additional teachers across the district in order to maintain a positive school climate and increase pupil achievement and engagement

Action 5.2: Additional teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth

Successes in implementation include: maintaining class sizes at or below a ratio of 24 students per teacher. Additionally, additional staffing was successfully provided to support small class sizes across the district. Our students have shown growth in STAR math in all grades, except for two grade levels. Three grade levels showed improvement on STAR reading. Our students have shown improvement in writing based on the results of local assessments. Writing results in CAASPP have not been broken down due to the shortened assessments. Second-grade teachers continue to accelerate literacy even when up to 70% of students are below grade level. There have been reduced discipline referrals and improvement in attendance. Student empathy interviews reveal that most students name their teacher as a trusted adult on campus.

Challenges experienced include sub shortage and chronic absenteeism of staff continue to impact student learning.

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

There were not any material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Action 5.1, which entailed funding three additional teachers to maintain small class sizes, proved somewhat effective in achieving this goal across the district, as evidenced by class rosters and pockets of increased academic achievement. Small class sizes have been shown to enhance student achievement, as indicated by local assessments. Moreover, student engagement saw a notable increase, particularly through heightened small-group instruction, as observed in classroom settings. The implementation of small class sizes also afforded teachers more individualized time with students, contributing to a positive school climate, as reported by teachers. CAASPP math showed a 3.6 increase for all 3rd-8th grade students, a 4.8 increase for Hispanic students, and a 4.9 increase for socio-economically disadvantaged. EL students maintained their math achievement.

Challenges were also experienced with ELA and Math CAASPP continually show disparity among English learners and other groups of students. Small class sizes have yielded a decrease in discipline referrals. Small group instruction was more manageable. Instruction was targeted toward individual student's needs. However, at multiple grade levels, students were not exited from Tier 2 intervention, based on LEA criteria. In the primary grades, local data shows regression in student progress in ELA. Classes with reduced class sizes as low as 13 students have maintained minimal academic growth in math and ELA. The sub shortage and chronic absenteeism of staff continue to impact student learning.

Action 5.2 was somewhat effective in that the District facilitated direct services such as small group instruction, and tutoring in math and ELA, for low-income, English learner, and foster youth students. Direct services yielded 1 case of exit of IEP services.

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.

Due to a change in actions for 2024-2025, Goal 5 will now become Goal 6. In order to strengthen the effectiveness of this action, we have strategically suspended ELD Professional Development for the time being which will allow the district writing PD to organically grow teachers capacity in English learner support. We will utilize small group instruction in conjunction with small class sizes to maximize focused skill instruction for writing. This small group instruction will include the components of integrated ELD and designated ELD vocabulary. Local assessments are showing some progress and this strategy should expedite language acquisition for all learners and especially English learners and LTELs.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

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
Tipton Elementary School District	Cherie Solian Principal	csolian@tipton.k12.ca.us (559)752-4213

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.

The Tipton Elementary School’s community treasures each of our students. Our commitment to each child is to provide an educational experience that promotes their academic progress in meeting or exceeding state grade level standards. Tipton Elementary is the main hub of the community. The school is a safe, caring place for all students. Currently, Tipton’s student enrollment consists of 501 students with a 93.61% Latino population 3.79% white, 0.8% Black/African American and 1.6% Asian. 302 students were identified as English Learners. of which 97% are Spanish speakers. Tipton Elementary is a Provision II school and all students receive a free breakfast and lunch. 5.59% of the school’s student population is homeless and 0.4% of the school’s population is foster youth.

All staff at Tipton Elementary is committed to providing each student with learning opportunities that optimizes their potential. Students are held to high expectations and the staff works toward providing an instructional program that is aligned to the Common Core Standards in all areas of the curriculum. With the exception of one teacher, our teaching staff is fully credentialed and possesses the training and certification to work with second-language students.

Tipton Elementary School’s philosophy of education is to provide a continuation of essential learning. It is our ultimate goal to supply each student with the basic facts, critical thinking skills and experiences to engage today’s complex society. Our goal is to guide our youth in becoming self-sufficient individuals, mentally, physically and morally so that they can meet the demands of our rapidly changing world. It is essential to instill in each student the importance of individual worth and to create a positive self-image through development in initiative, resourcefulness, and responsibility.

All parents are encouraged to become informed and actively involved. We invite everyone to attend our Back-to- school Night, parent educational meetings facilitated by our parent liaison, kindergarten orientations, Open House, parent engagement nights facilitated by grade level teams, informational meetings, and student performances throughout the year. We encourage parents and community members to volunteer in classrooms, and become members of our school committees (SSC, ELAC and PSO). Parents are aware that students are expected to demonstrate achievement of knowledge and skills on school, district, and state performance standards.

Our parent liaison serves to meet with and collaborate with the community to identify needs. The liaison will seek to connect families with services to support and enrich the lives of our students. She serves as a liaison between teachers, parents, students, support staff, and the community regarding educational programs, services and various student issues; assist in coordinating and arranging various programs and services to meet the needs of students.

Reflections: Annual Performance

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

Dashboard data from 2023-2024 indicates students increased 3.6 points in mathematics and are 64.4 points from standard. Socioeconomically disadvantage increased 4.9% and are 65.4% below standard. The Hispanic student group increased 4.8 points and are 63 points below standard. English Learners maintained 2.4 points in mathematics and are 71.1 points below standard.

Dashboard data from 2023-2024 indicates students declined 4.6 points in English Language Arts and are 34.9 points below standard. Socioeconomically disadvantage declined 4 points and are 35.6 below standards. The Hispanic student group declined 4.5 points and are 33.7 points below standard. English Language learners declined 6.4 points and are 44.4 points from standard in English Language Arts.

Dashboard data from 2023-2024 indicates that English learners maintained at 0.6% with 47.3% making progress towards language proficiency.

Dashboard data from 2023-2024 indicates chronic absenteeism declined 5.7% and 18.6% were chronically absent. Socioeconomically disadvantage declined 6.2% with 19.4 % chronically absent. The Hispanic student group declined 5.3% with 18.7% chronically absent. English Learners declined 2.8% with 18.8% chronically absent.

Dashboard data from 2023-2024 indicates an increase of 2.2% and 5.7% were suspended at least one day. Socioeconomically disadvantage increased 1.9% and 5.8% were suspended at least one day. The Hispanic student group increased 1.7% and 5.1% were suspended at least one day. English learners increased 3.3% for 5.4% were suspended for at least one day.

Lowest Performance Level Indicator 2023-2024:

TESD received the lowest performance level for Suspension for all students. 5.7% were suspended at least one day. This is an increase of 2.2%

Local Assessments-

Writing benchmarks

Overall: 41% of TK-8th grade students met or exceeded the standard on the TESD writing benchmark

Socioeconomically disadvantage: 55.53% TK-8th

Hispanic group: 56.99% TK-8th

English language learners: 43.26% TK-8th

DRA

1st-5th all students assessed for the first DRA assessment

24% of 1st-5th students measured at or above proficiency in DRA for End of Year

- Kindergarten-

Overall: 4.26%

- 1st grade-

Overall: 22.03%

- 2nd grade-

Overall: 39.58%

Socioeconomically disadvantage: Kinder 4.44%, first 21.82%, second 36.96%

The Hispanic student group: Kinder 4.44%, first 23.21%, second 37.78%

English Language learners: Kinder 2.78%, first 15.79%, second 26.47%

DIBELS:

Overall: 41% at or above grade level K-3rd, Kinder 33% , first 33% , second 48%, third 49%

Socioeconomically disadvantage: 36% at or above grade level K-3rd, Kinder 33% , first 27%, 48%, third 48%

The Hispanic student group: 49% at or above grade level K-3rd, Kinder 30%, first 35%, second 47%, third 49%

English Language learners: 40% at or above grade level K-3rd, Kinder 24% , first 21%, second 33%, third 34%

Math benchmarks:

31% 4th-8th grade at or above grade level on TESD midyear math benchmark

Overall: fourth 40.54%, fifth 8.93%, sixth 15.51%, seventh 23.81%, eighth 36.53%

Socioeconomically disadvantaged: fourth 40%, fifth 9.43%, sixth 16%, seventh 20.51%, eighth 23.91%

The Hispanic student group: fourth 35.3%, fifth 9.26%, sixth 16.98%, seventh 23.81%, eighth 26.67%

English Language learners: fourth 44%, fifth 11.11%, sixth 8%, seventh 11.11%, eighth 7.14%

LTEs: 5th 13%, 6th 10%, 7th 5.88%, 8th 6.67%

STAR reading:

Overall at/above grade level 2nd-8th grade: 34%

At/above grade level: 2nd 50%, 3rd 51%, 4th 47%, 5th 22%, 6th 29%, 7th 33%, 8th 17%

Socioeconomically disadvantage at/above grade level: 2nd 48%, 3rd 50%, 4th 42% , 5th 22%, 6th 29%, 7th 33%, 8th 17%

The Hispanic student group at/above grade level: 2nd 49%, 3rd 51%, 4th 43%, 5th 24%, 6th 29%, 7th 34%, 8th 17%

English Language learners at/above grade level: 2nd 33%, 3rd 32%, 4th 28%, 5th 11%, 6th 8%, 7th 11%, 8th 0%
LTELs: 5th 13%, 6th 5%, 7th 12%, 8th 0%

STAR math:

Overall at/above grade level 2nd-8th grade: 51%

At/above grade level by grade: 2nd 60%, 3rd 75%, 4th 57%, 5th 40%, 6th 31% , 7th 49%, 8th 55%

Socioeconomically disadvantage at/above grade level: 2nd 59%, 3rd 66%, 4th 63%, 5th 31%, 6th 32%, 7th 61%, 8th 69%

The Hispanic student group at/above grade level: 2nd 60%, 3rd 68% , 4th 59%, 5th 38%, 6th 30%, 7th 49%, 8th 55%

English Language learners at/above grade level: 2nd 47%, 3rd 53%, 4th 58%, 5th 32%, 6th 15%, 7th 28%, 8th 24%

LTELs: 5th 25%, 6th 14%, 7th 29%, 8th 33%

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<p>Staff were able to participate in the California Healthy Kids Survey. Fall 2023</p> <p>Surveyed staff to request input related to student needs, possible actions to address needs, and potential updates to the LCAP. April 2024</p> <p>Staff participated in a Safety and Connectedness Survey to determine the needs of the district: April 2024</p> <p>Discussion with teachers at staff meetings monthly on student data related to the LCAP specifically, English learners. Monthly 2023- 2024</p> <p>MTSS leadership team is comprised of teachers and reviewed data to determine areas of need across the school and shared those needs with administrators. October 2023, December 2023, January 2024, March 2024, May 2024</p>
Principal and Superintendent	<p>Surveyed administrators to request input related to student needs, possible actions to address needs, and potential updates to the LCAP. April 2024</p> <p>Conducted LCAP meetings with administrators to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to actions being provided. (Monthly 2023-2024)</p>

	<p>Staff participated in a Safety and Connectedness Survey to determine the needs of the district: April 2024</p>
Other School Personnel	<p>Surveyed other school personnel to request input related to student needs, possible actions to address needs, safety concerns, and potential updates to the LCAP. April 2024</p> <p>Participated in a Safety and Connectedness Survey to determine the needs of the district. April 2024</p> <p>Met with other personnel to request feedback to inform the LCAP development. September 2023, December 2023, April 2024</p> <p>Staff were able to participate in the California Healthy Kids Survey. Fall 2023</p>
School Site Council	<p>SSC Meetings: October 2024, December 2023, April 2023, May 2023</p> <p>Throughout the year the group had discussion on the LCAP goals and progress and shared feedback. Presented the LCAP to the School Site Council in May 2024.</p>
Local bargaining Units (CTA & CSEA)	<p>Local Bargaining Units were able to participate in the California Healthy Kids Survey. Fall 2023</p> <p>Surveyed Local Bargaining Units to request input related to student needs, possible actions to address needs, and potential updates to the LCAP. April 2024</p> <p>Local bargaining Units participated in a Safety and Connectedness Survey to determine the needs of the district: April 2024 units on Safety and Connectedness: April 2024</p>
Parents	<p>Surveyed parents to request input related to student needs, possible actions to address needs, and potential updates to the LCAP. April 2024</p>

	<p>Engagement Nights: October 2023, November 2023, January 2024, February 2024, March 2024 Kinder and first grade discussed the love of reading and how to make reading fun for their students Second and third grade helped parents to understand the leveled reading system, how to access tests, and how to access accelerated reader. Fourth and fifth grades showed parents how to use games to build math skills and promote a love of math. Sixth grade gave an informational presentation of SCICON. Seventh and eighth grades spotlighted some Board Games to facilitate extended practice in math.</p> <p>Title I Meeting: September 2023</p> <p>Parent Liaison meetings: September 2023, November 2023, December 2023, March 2024, April 2024, May 2024</p> <p>Empathy Interviews: March 2024 involve targeted, one-on-one conversations with a small sample of parents which include low socio-economic</p> <p>Parents participated in a Safety and Connectedness Survey: April 2024</p>
Students	<p>Students in 6th and 7th grades participated in the California Healthy Kids Survey. Fall 2023</p> <p>5th-grade students participated in the Safety and Connectedness Survey: April 2024</p> <p>Empathy Interviews to increase participation of low-income, Hispanic and English learner participation: March 2024</p>
English Learner Advisory Committee (ELAC)	<p>ELAC Meetings: Met several times across the school year to discuss progress towards LCAP goals, any suggestions or comments they have for school site council. Reviewed and analyzed specific academic progress for</p>

	English learners. October 2023, December 2023, April 2024, May 2024
SELPA	<p>TESD has engaged with the SELPA in the following ways:</p> <ul style="list-style-type: none"> • Addressing the increasing behavioral needs of students on IEPs • Mental health collaboration, including the CYBHI grant • Working collaboratively on compliance issues • Staff attendance at professional development opportunities provided by the SELPA on areas related to topics such as behavior, IEPs, compliance, mental health, data systems, etc. • File review process and Small Schools Monitoring process • Monthly Directors of Special Ed Meetings to collaborate with SELPA staff and other Directors from throughout the county where information is shared and topics are discussed. <p>Special Education Meetings: August 2023, October 2023, November 2023, December 2023, February 2024, March 2024, April 2024, June 2024</p>
Community Partners	<p>Collected input from families and community members related to student needs and safety. March, April, and May 2024.</p> <p>Shared results from the California Healthy Kids Survey. May 2024.</p> <p>Posted the LCAP for public comment prior to the public hearing June 2024.</p>

	<p>Held a public hearing to solicit recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. June 2024</p> <p>Adopted the LCAP and budget at the Board meeting and reported local indicator data as information. June 2024</p> <p>Posted the adopted LCAP prominently on our district web page. June 2024</p>
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In response to the literacy and language proficiency needs identified by educational partners, TESD will implement a broad goal for ELA that includes actions to:

- Provide small group intervention support with instructional aides in ELA to all students including English Learners, Foster Youth, and Low Income Students. (Action 1)
- Provide students with access to technology and resources for student research and learning in English Language Arts through the purchase and replacement of technology devices, infrastructure upgrades, and an in house technology support technician and support staff. Provide all English Language Learner students with access to technology and resources for student research and learning (Action 2)
- Provide all students, students with special needs and EL students with ancillary English Language Arts (ELA) materials including leveled books, news magazines, and student workbooks. (Action 3)
- Provide all students and students with special needs and EL students with incentives and awards to recognize and encourage increased achievement in language proficiency and ELA (Action 4)
- Allocate resources for a full-time librarian to enhance student access to books, technology, and assist teachers in implementing the California State Standards (CSS) for English Language Arts. (Action 5)
- Provide a Resource Teacher to facilitate the adoption of a school-wide CSS-centered professional development strategy, aimed at enhancing the achievement of all students.

This includes designing and executing a comprehensive intervention program to assist struggling students across the school. Additionally, the Resource Teacher will monitor student progress diligently to prevent any student from falling behind and will work to enhance community outreach efforts. (Action 6)

- Expand students' cultural horizons, including those with special needs, by offering educational and college readiness field trips and assemblies aimed at enriching their experiences. (Action 7)
- Offer extended summer learning opportunities aimed at addressing academic intervention and remediation for students who require assistance catching up on missed grade-level content. Additionally, provide targeted interventions tailored to the specific needs of students with disabilities, foster youth, homeless individuals, and English Learners. (Action 9)
- Provide tutoring services designed to address academic intervention and remediation for students who need assistance in catching up on missed grade-level content. Additionally, offer targeted interventions tailored to the unique needs of students with disabilities, foster youth, homeless individuals, and English Learners. (Action 10)

- Implement web-based programs aimed at improving the academic achievement of disadvantaged students. (Action 11)
- Provide instructional materials and supplies to support classroom activities and enhance supplemental learning opportunities. (Action 12)
- Enhance and expand the variety of library resources available to all students. (Action 13)
- Provide an MTSS Coach to enhance the multi-tiered system of support for students by fostering teacher understanding. (Action 14)
- Employ a STEM enrichment teacher to expedite English Learners' acquisition of oral language fluency, academic vocabulary, and writing proficiency within STEM subject areas. (Action 15)

- Ensure that all students have access to the necessary materials and manipulatives required for their STEM classes. (Action 16)
- Provide professional development in the content area of writing which will support all learners, especially English learners and LTELs. (Action 17)
- Provide reading intervention during the afterschool program focusing on phonological awareness, synthetic phonics, fluency, vocabulary and reading comprehension using air

Reading. (Action 18)

In response to the math proficiency needs identified by educational partners, TESD will implement a broad goal for Math that includes actions to:

- Provide all students and students with special needs with ancillary math materials including manipulatives and supplemental workbooks. (Action 1)
- Provide students with incentives and awards to recognize and encourage increased achievement in math. (Action 2)
- Provide professional development and support in the content area of math. (Action 3)
- Provide Web-based programs to address improving the achievement of disadvantaged. (Action 4)

In response to the needs that educational partners identified related to school connectedness, safety, attendance, and suspension rates identified by educational partners, TESD will implement a broad goal that includes actions to:

- Offer students incentives and rewards as a way to acknowledge and motivate them for improved attendance and demonstrate positive character traits.
- Allocate extra hours for School Psychologists to support efforts in enhancing student attendance, reducing chronic absenteeism, and addressing truancy rates. Their involvement

will aid in fostering a positive school environment, conducting parent outreach initiatives, and facilitating the implementation of the School Attendance Review Board (SARB) process.

- Provide a Licensed Vocational Nurse (LVN) to aid in addressing student health concerns and conducting outreach to families.
- Allocate additional days for Registered Nurses (RNs) to support student health needs and conduct outreach to families.
- BHS mental health professional services will encompass a range of offerings such as staff and parent trainings, brief mental health support, interim mental health assistance,

crisis intervention, support for the School Attendance Review Board (SARB), aid for school staff and classroom management, family outreach, community connections, and support for student groups focusing on social skills, anger management, anti-bullying efforts, social-emotional learning, girls' circles, and

mindfulness. (Action 5)

- Allocate additional counseling support specifically tailored for TK-3 students to help improve attendance, reduce chronic absenteeism, and foster a positive school environment.

(Action 6)

- Provide a parent liaison that functions as a bridge between the school and the community, working closely to identify needs and connect families with essential services aimed at enhancing our students' lives. Acting as a liaison among teachers, parents, students, support staff, and the community, she facilitates communication regarding educational programs, services, and student-related matters. Additionally, she assists in coordinating and arranging various programs and services to address the diverse needs of our students. (Action 7)

- Provide a Triage Social Worker (TSS) who collaborates closely with students, parents/caregivers, community partners, and staff to establish a safe, healthy, and nurturing learning atmosphere for all students. The TSS conducts individual or small group sessions with students to offer interim counseling, social/emotional support, and skill development across different domains such as coping mechanisms, social skills, and mindfulness. Furthermore, the TSS is accessible to help families in need by facilitating connections to community resources to address their fundamental requirements. (Action 8)

- Provide Infrastructure/Software ActVnet. Tipton Elementary prioritizes the safety of its students, and as such, school leaders are investing in infrastructure and software to enhance emergency response capabilities. This web-based system will facilitate seamless communication with first responders in case of an emergency. Once deployed, the system will grant law enforcement dispatchers access to the school's camera network, campus maps, and 360-degree images of classrooms. This comprehensive view enables emergency dispatchers to relay critical information swiftly to responding officers, thereby expediting and improving the effectiveness of emergency response efforts. (Action 9)

- Provide Early Warning System (EWS) Aeries Analytics which will identify at-risk students. The district can gauge the academic health of the district, school, or subgroup of students. This will assist with identifying chronic absenteeism. (Action 10)

- Provide CPR Training for staff to ensure the safety of all students and staff. (Action 11)

- Provide updated door locks with a keyless entry door lock to increase a safer and more secure campus (Action 12)

- Provide training to staff on trauma-informed practices in school and building relationships with challenging students. (Action 13)

In response to the needs that educational partners identified related to improving the participation and increase learning opportunities for parents, TESD will implement a broad goal that includes actions to:

- Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input. (Action 1)
- Provide parent access to real-time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication. Use Parentsquare for parent communication as well as the school website where information is displayed and updated. (Action 2)

In response to the needs that educational partners identified related to improving school facilities which will assist with the implementation of a broad range of study, increase pupil achievement, and help facilitate parental involvement, TESD will implement a broad goal that includes actions to:

- Providing adequate facilities to increase student participation in the music program as well as other VAPA course offerings. Enhancements to school infrastructure encompass, among other things, the modernization of buildings, provision of supplies and equipment, upgrading student desks, and maintaining fields and playgrounds. (Action 1)
- Equip all students with music and theater instruments and apparatus to support their engagement in Visual and Performing Arts (VAPA) activities. (Action 2)
- Provide a school garden serving as an educational space aimed at fostering real-world, hands-on learning experiences for students from kindergarten to eighth grade. This initiative enables students to understand the significance of agriculture and nutrition through outdoor classroom activities. (Action 3)
- Allocate additional hours to transition one part-time custodial staff member into a full-time position. This expansion enables the provision of extra support for student and parent events, funded through the Additional Concentration Grant. (Action 4)
- Provide materials, supplies and equipment needed for enrichment and extracurricular activities which include but are not limited to sports and clubs. (Action 5)
- Provide a Music Teacher. (Action 6)
- Provide supplies essential for a broad range of study, facilitating the elective courses offered. (Action 7)

In response to the needs that educational partners identified related to maintaining class sizes of 24:1 or less across grades TK-8, TESD will implement a broad goal that includes actions to:

- Provide small class sizes through the funding of 3 additional teachers across the district in order to maintain a positive school climate and increase pupil achievement and engagement (Action 1)
- Provide additional teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth. (Additional Concentration Grant) (Action 2)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth towards meeting and exceeding standards in English language arts (ELA) as measured by California Assessment of Student Performance and Progress (CAASPP) and local education agency (LEA) assessments. English Learners (ELs) and Long Term English Learners (LTELs) will demonstrate progress towards English language development (ELD) as measured by English Language Proficiency Assessment for California (ELPAC) and LEA assessments.	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 was developed through data analysis and input from educational partners. The data analysis of CAASPP indicates a clear need to continue supporting ELA and ELD. The California School Dashboard (Dashboard) reports that all students in grades 3-8 performed 43.9 points from standard on the CAASPP. Dashboard shows that English learner students performed -44.4 points from standard on CAASPP. However, low income students performed 35.2 points from standard, Hispanic students performed 33.7 points from standard, and 3.3% of English learners maintained ELPI level 4, 34.8% maintained ELPI level, 1, 2L, 2H, 3L, 3H, and 18% decreased at least one ELPI level. Need for support is mirrored in the LEA assessments as described in the measuring and reporting results section below.

During the LCAP development process, educational partner identified the need for instructional support in ELA and ELD, in-class coaching, professional development for leadership and staff in multi-tiered systems of support (MTSS). Assistance for English learner families in supporting students at home and supportive learning environments for foster youth. ELA and EL proficiency will show progress as measured by the metrics identified below.

Low-income students and socioeconomically disadvantaged are used synonymously. Unless otherwise noted, baseline data will be noted for the 2024-2025 data for the year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>Points from Standard: ELA</p> <p>Data Year: 2022-2023</p> <p>Data Source: CAASPP</p>	<ul style="list-style-type: none"> Overall: 34.5 points from standard SED: 35.2 points from standard English Learner: 44 points from standard Hispanic: 33.3 points from standard 			<ul style="list-style-type: none"> Overall: 14.5 points from standard SED: 15.2 points from standard English Learner: 24 points from standard Hispanic: 13.3 points from standard 	
1.2	<p>Percent of 2nd - 8th graders measuring at or above proficiency in reading</p> <p>Data Year: 2023-2024</p>	<p>All 2nd-8th</p> <p>Overall: 34%</p> <p>SED: 32%</p> <p>EL: 19%</p> <p>Hispanic: 33%</p> <ul style="list-style-type: none"> 2nd 			<p>All 2nd-8th</p> <p>Overall: 44%</p> <p>SED: 42%</p> <p>EL: 29%</p> <p>Hispanic: 43%</p> <ul style="list-style-type: none"> 2nd 	

	<p>Data Source: STAR READING</p>	<p>Overall: 50% SED: 48% EL: 33% Hispanic: 49%</p> <ul style="list-style-type: none"> • 3rd Overall: 51% SED: 50% EL: 32% Hispanic: 51% • 4th Overall: 47% SED: 42% EL: 28% Hispanic: 43% • 5th Overall: 22% SED: 22% EL: 11% Hispanic: 24% LTEs: 13% • 6th Overall: 28% SED: 29% EL: 8% Hispanic: 29% LTEs: 5% • 7th Overall: 33% SED: 33% EL: 11% Hispanic: 34% LTEs: 12% • 8th 			<p>Overall: 60% SED: 58% EL: 43% Hispanic: 59%</p> <ul style="list-style-type: none"> • 3rd Overall: 61% SED: 60% EL: 42% Hispanic: 61% • 4th Overall: 57% SED: 52% EL: 38% Hispanic: 53% • 5th Overall: 32% SED: 32% EL: 21% Hispanic: 34% LTEs: 23% • 6th Overall: 38% SED: 39% EL: 18% Hispanic: 39% LTEs: 15% • 7th Overall: 43% SED: 43% EL: 21% Hispanic: 44% LTEs: 22% • 8th 	
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		Overall: 17% SED: 17% EL: 0% Hispanic: 17% LTEs: 0%			Overall: 27% SED: 27% EL: 10% Hispanic: 27% LTEs: 10%	
1.3	Percent of K-2 graders measuring at or above proficiency in DRA Data Year: 2023-2024 Data Source: Developmental Reading Assessment (DRA)	K-2nd Overall: 23% <ul style="list-style-type: none"> • Kinder-Overall: 4.26% SED: 4.26% Hispanic: 4.55% EL: 2.78% • 1st grade-Overall: 22.03% SED: 21.43% Hispanic: 23.21% EL: 15.79% • 2nd grade-Overall: 39.58% SED: 36.96% Hispanic: 38.64% EL: 26.47% 			<ul style="list-style-type: none"> • Kinder-Overall: 45.0% SED: 45.0% Hispanic: 45.0% EL: 45.0% • 1st grade-Overall: 46.0% SED: 46.0% Hispanic: 46.0% EL: 46.0% • 2nd grade-Overall: 59.0% SED: 59.0% Hispanic: 59% EL: 59.0% 	
1.4	Percent of TK - 8 graders who met or exceeded the standard for for writing Data Year: 2023-2024 Data Source: Local Writing Benchmarks	<ul style="list-style-type: none"> • TK Overall: 55% SED: 47% Hispanic: 50% EL: 46.15% • Kinder Overall: 62.5% SED: 60% Hispanic: 64.44% 			<ul style="list-style-type: none"> • TK Overall: 65% SED: 57% Hispanic: 60% EL: 56.0% • Kinder Overall: 72.0% SED: 70.0% Hispanic: 74.0% 	

	<p>EL: 59.46%</p> <ul style="list-style-type: none"> • 1st Overall: 62.71% SED: 60% Hispanic: 64.29% EL: 57.89% • 2nd Overall: 61.22% SED: 59.57% Hispanic: 60.87% EL: 51.43% • 3rd Overall: 55.56% SED: 52.94% Hispanic: 55.77% EL: 34.38% • 4th Overall: 42.5% SED: 44.74% Hispanic: 40.42 EL: 37.04% • 5th Overall: 36.67% SED: 33.93% Hispanics 36.84% EL: 29.73% LTELs: 37.5% • 6th Overall: 48.39% SED: 48.33% Hispanics: 50% EL: 22.22% 			<p>EL: 69.0%</p> <ul style="list-style-type: none"> • 1st Overall: 72.0% SED:70.0% Hispanic: 74.0% EL: 57.0% • 2nd Overall: 77.0% SED: 69% Hispanic: 70.0% EL: 61.0 • 3rd Overall: 65.0% SED: 62.0% Hispanic: 65.0% EL: 44.0% • 4th Overall: 52.0% SED: 54.0% Hispanic: 50.0% EL: 47.0% • 5th Overall: 46.0% SED: 43.0% Hispanics 46.0% EL: 39.0% LTELs: 47.% • 6th Overall: 58.0% SED: 58.0% Hispanics: 60% EL: 32.0% 	
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		<p>LTEs: 30%</p> <ul style="list-style-type: none"> • 7th Overall: 55.32% SED: 56.82% Hispanics: 55.56% EL: 36.84% LTEs: 41% • 8th Overall: 82.76 % SED: 81.48% Hispanics: 84.91% EL: 52.94% LTEs: 60% 			<p>LTEs: 40%</p> <ul style="list-style-type: none"> • 7th Overall: 65.32% SED: 66.0% Hispanics: 65.0% EL: 46.0% LTEs: 51% • 8th Overall: 92.0% SED: 91% Hispanics: 94..0% EL: 62.0% LTEs: 70.0% 	
1.5	<p>Percent of K - 3rd grade students measuring at or above benchmark in DIBELS Reading Assessment</p> <p>Data Year: 2023-2024</p> <p>Data Source: Acadience</p>	<ul style="list-style-type: none"> • Kinder Overall: 33% SED: 20% Hispanics: 30% EL: 29% • 1st Overall 34% SED: 28% Hispanics:35% EL: 21% • 2nd Overall: 47% SED: 48% Hispanics:47% EL:36% • 3rd Overall: 49% SED: 48% Hispanics:49% 			<ul style="list-style-type: none"> • Kinder Overall: 43% SED: 30% Hispanics: 40% EL: 40% • 1st Overall: 44% SED: 38% Hispanics:45% EL: 31% • 2nd Overall: 57% SED: 58% Hispanics: 57% EL: 46% • 3rd Overall: 59% SED: 58% Hispanics: 69% 	

		EL: 34.5%			EL: 45%	
1.6	<p>Percent of EL students making progress toward English language proficiency on the ELPAC</p> <p>Data Year: 2022-23</p> <p>Data Source: English Learner Progress Indicator (ELPI) School Dashboard</p>	<p>Overall: 47% of English learner made progress towards language proficiency 2023 Dashboard</p>			<p>Overall: 57% of English learner made progress towards language proficiency 2023 Dashboard</p>	
1.7	<p>Percent of EL students who are reclassified</p> <p>Data Year: 2024-2024</p> <p>Data Source: Data Quest</p>	<p>Overall: 13.9% of EL students were reclassified</p> <p>TESD reclassified 28 additional English learners in the Fall of 2023</p>			<p>Overall: 38% of EL students were reclassified</p>	
1.8	<p>Percent of students receiving instruction aligned to the ELD standards</p> <p>Data Year: 2023-2024</p> <p>Data Source: ELD Standards</p>	<p>Overall: 100% receiving instruction aligned to the ELD standards. This is confirmed through the examination of all lesson plans.</p>			<p>Overall: 100% receiving instruction aligned to the ELD standards</p>	

1.9	Percent of fully credentialed Data Year: 2023-2024 Data Source: CALPADS Fall 2 submission	96% fully credentialed			100% fully credentialed	
1.10	Percent of Teacher Misassignment Rate Data Year: 2023-2024 Data Source: CALPADS Fall 2 submission	The teacher misassignment rate is 3.6%			0% Misassignment	
1.11	Percent of teacher attrition rate Data Year: 2023-2024 Data Source: AERIES	6.7% teacher attrition rate			0% teacher attrition rate	
1.12	Percent of students with access to standards aligned materials Data Year: 2023-2024 Data Source: CA State approved adoptions	100% of students have access to standards aligned materials			100% of students have access to standards aligned materials	
1.13	Percent of Implementation of	Through the examination and			Through the examination and	

	academic content/performance standards Data Year: 2023-2024 Data Source: Lesson Plans	archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.			archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	
1.14	Percent of pupil access and enrollment in a broad range of study, including both unduplicated and special needs students Data Year: 2023-2024 Data Source: Lesson Plans	100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson			100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson	

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Aides	Provide small group intervention support with instructional aides in ELA to all students including English Learners, Foster Youth, and Low Income Students. (LCFF/Title I & III)	\$400,330.00	Yes
1.2	Technology and Resources	Provide students with access to technology and resources for student research and learning in English Language Arts through the purchase and replacement of technology devices, infrastructure upgrades, and an in house technology support technician and support staff. Provide all English Language Learner students with access to technology and resources for student research and learning. (LCFF and Title IV)	\$157,600.00	Yes
1.3	ELA Materials: Books and Supplies	Provide all students, students with special needs and EL students with ancillary English Language Arts (ELA) materials including leveled books, news magazines, and student workbooks.	\$25,000.00	Yes
1.4	Awards/Incentives	Provide all students and students with special needs and EL students with incentives and awards to recognize and encourage increased achievement in language proficiency and ELA. (LCFF)	\$6,000.00	Yes

1.5	Librarian	Allocate resources for a full-time librarian to enhance student access to books, technology, and assist teachers in implementing the California State Standards (CSS) for English Language Arts. (LCFF)	\$98,000.00	Yes
1.6	Resource Teacher	Provide a Resource Teacher to facilitate the adoption of a school-wide CSS-centered professional development strategy, aimed at enhancing the achievement of all students. This includes designing and executing a comprehensive intervention program to assist struggling students across the school. Additionally, the Resource Teacher will monitor student progress diligently to prevent any student from falling behind and will work to enhance community outreach efforts. (LCFF/Title I, Title II)	\$166,738.00	Yes
1.7	Field Trips	Expand students' cultural horizons, including those with special needs, by offering educational and college readiness field trips and assemblies aimed at enriching their experiences.	\$45,000.00	Yes
1.8	Salary Increase	We are deeply dedicated to recruiting, hiring, and retaining exceptionally skilled personnel, as this significantly impacts the quality of the district's educational offerings, especially for English Learners and Low-Income students. The salary adjustment has contributed to a decrease in teacher turnover, resulting in the retention of highly qualified staff. The success of this initiative will be assessed based on academic achievement metrics related to this objective.	\$125,000.00	Yes
1.9	Summer School	Offer extended summer learning opportunities aimed at addressing academic intervention and remediation for students who require assistance catching up on missed grade-level content. Additionally, provide targeted interventions tailored to the specific needs of students with disabilities, foster youth, homeless individuals, and English Learners. (ELO-P)	\$98,600.00	No

1.10	Tutoring	Provide tutoring services designed to address academic intervention and remediation for students who need assistance in catching up on missed grade-level content. Additionally, offer targeted interventions tailored to the unique needs of students with disabilities, foster youth, homeless individuals, and English Learners. (Title I and ELO-P)	\$39,000.00	No
1.11	Web-Based Programs	Implement web-based programs aimed at improving the academic achievement of disadvantaged students. (Title I & LCFF)	\$10,000.00	Yes
1.12	Materials	Title I funds will be allocated to provide instructional materials and supplies to support classroom activities and enhance supplemental learning opportunities.	\$1,500.00	No
1.13	Library Books and Materials	Enhance and expand the variety of library resources available to all students.	\$15,000.00	Yes
1.14	MTSS Coach	Enhance the multi-tiered system of supports for students by fostering teacher understanding. Substitute coverage will be arranged to facilitate one-on-one support when a coach enters the classroom to assist teachers.	\$10,712.50	Yes
1.15	STEM Enrichment Teacher	Employ a STEM enrichment teacher to expedite English Learners' acquisition of oral language fluency, academic vocabulary, and writing proficiency within STEM subject areas.	\$130,014.00	Yes
1.16	Materials and Supplies	Ensure that all students have access to the necessary materials and manipulatives required for their STEM classes.	\$3,000.00	Yes

1.17	Writing Professional Development to support ELs & LTELs	Professional Development in the content area of writing will support all learners, especially English learners and LTELs	\$16,620.00	Yes
1.18	Reading Intervention	Provide targeted reading intervention during the after school program using air Reading. (ELOP)	\$30,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will demonstrate growth towards meeting and exceeding standards in mathematics as measured by California Assessment of Student Performance and Progress (CAASPP) and local education agency (LEA) assessments.	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 was developed through data analysis and input from educational partners. The data analysis of CAASPP indicates a clear need to continue supporting mathematics. The California School Dashboard (Dashboard) reports that all students in grades 3-8 performed 64.4 points from standard on the CAASPP. Dashboard shows that English learner students performed -71 points from standard on CAASPP. However, low income students performed 65.2 points from standard, and 3.3% of English learners maintained ELPI level 4, 34.8% maintained ELPI level, 1, 2L, 2H, 3L, 3H, and 18% decreased at least one ELPI level. Need for support is mirrored in the Math assessments as described in the measuring and reporting results section below.

During the LCAP development process, educational partner identified the need for instructional support in mathematics, in-class coaching, professional development for leadership and staff in multi-tiered systems of support (MTSS).

Low-income students and socioeconomically disadvantaged are used synonymously. Unless otherwise noted, baseline data will be noted for the 2024-2025 data for the year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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2.1	<p>Points from Standard: Math</p> <p>Data Year: 2022-2023</p> <p>Data Source: CAASPP</p>	<ul style="list-style-type: none"> • Overall: -64.3 points from standard • SED: -65.2 points from standard • English Learner: -71 points from standard • Hispanic: -62.9 points from standard 			<ul style="list-style-type: none"> • Overall: -44.3 points from standard • SED: -45.2 points from standard • English Learner: -51 points from standard • Hispanic: -42.9 points from standard 	
2.2	<p>Percent of 2nd - 8th graders measuring at or above proficiency in math</p> <p>Data Year: 2023-2024</p> <p>Data Source: STAR MATH</p>	<p>All 2nd-8th</p> <p>Overall: 51%</p> <p>SED 50%</p> <p>EL: 41%</p> <p>Hispanic: 51%</p> <p>LTEs: 24%</p> <ul style="list-style-type: none"> • 2nd <p>Overall: 60%</p> <p>SED: 59%</p> <p>EL: 47%</p> <p>Hispanic: 60%</p> <ul style="list-style-type: none"> • 3rd 			<p>All 2nd-8th</p> <p>Overall: 61%</p> <p>SED 60%</p> <p>EL: 51%</p> <p>Hispanic: 61%</p> <p>LTEs: 34%</p> <ul style="list-style-type: none"> • 2nd <p>Overall: 70%</p> <p>SED: 69%</p> <p>EL: 57%</p> <p>Hispanic: 70%</p> <ul style="list-style-type: none"> • 3rd 	

Overall: 75%
SED: 66%
EL: 53%
Hispanic: 68%

- 4th
Overall: 57%
SED: 63%
EL: 58%
Hispanic: 59%

- 5th
Overall: 40%
SED: 31%
EL: 32%
Hispanic: 38%
LTEs: 25%

- 6th
Overall: 31%
SED: 32%
EL: 15%
Hispanic: 30%
LTEs: 14%

- 7th
Overall: 49%
SED: 61%
EL: 28%
Hispanic: 49%
LTEs: 29%

- 8th
Overall: 55%
SED: 69%
EL: 24%
Hispanic: 55%
LTEs: 33%

Overall: 85%
SED: 76%
EL: 63%
Hispanic: 78%

- 4th
Overall: 67%
SED: 73%
EL: 68%
Hispanic: 69%

- 5th
Overall: 50%
SED: 41%
EL: 42%
Hispanic: 48%
LTEs: 35%

- 6th
Overall: 41%
SED: 42%
EL: 25%
Hispanic: 40%
LTEs: 24%

- 7th
Overall: 59%
SED: 71%
EL: 38%
Hispanic: 59%
LTEs: 39%

- 8th
Overall: 65%
SED: 79%
EL: 34%
Hispanic: 65%
LTEs: 43%

<p>2.3</p>	<p>Percent of students who met or exceeded standard on the TESD Benchmark</p> <p>Data Year: 2023-2024</p> <p>Data Source: Local math benchmark</p>	<ul style="list-style-type: none"> • K- Overall: 64.58% SED: 65.22% EL: 67.57% Hispanic: 62.22% • 1st- Overall:67.24% SED: 64.81% EL: 59.46% Hispanic: 67.86% • 2nd- Overall: 89.36% SED: 88.89% EL:87.88% Hispanic: 88.64% • 3rd- Overall:65.22% SED: 62.79% EL: 58.62% Hispanic: 68.18% • 4th- Overall: 40.54% SED: 40% EL: 44% Hispanic: 35.29% • 5th- Overall: 8.93% SED: 9.43% EL: 11.11% Hispanic: 9.26% LTELs: 13% • 6th- 			<ul style="list-style-type: none"> • K- Overall: 74.58% SED: 75.22% EL: 77.57% Hispanic: 72.22% • 1st- Overall:77.24% SED: 74.81% EL: 69.46% Hispanic: 77.86% • 2nd- Overall: 94% SED: 93% EL:92% Hispanic: 93% • 3rd- Overall:75.22% SED: 72.79% EL: 68.62% Hispanic: 78.18% • 4th- Overall: 50.54% SED: 50% EL: 54% Hispanic: 45.29% • 5th- Overall: 18.93% SED: 19.43% EL: 21.11% Hispanic: 19.26% LTELs: 23% • 6th- 	
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		<p>Overall: 15.51% SED: 16.07% EL: 8% Hispanic: 16.98% LTEs: 10%</p> <ul style="list-style-type: none"> • 7th- Overall: 23.81% SED: 20.51% EL: 11.11% Hispanic: 23.81% LTEs: 5.88% • 8th- Overall: 26.53% SED: 23.91% EL: 7.14% Hispanic: 26.67% LTEs: 6.67% 			<p>Overall: 25.51% SED: 26.07% EL: 81% Hispanic: 26.98% LTEs: 20%</p> <ul style="list-style-type: none"> • 7th- Overall: 33.81% SED: 30.51% EL: 21.11% Hispanic: 33.81% LTEs: 15.88% • 8th- Overall: 36.53% SED: 33.91% EL: 17.14% Hispanic: 36.67% LTEs: 16.67% 	
2.4	<p>Percent of fully credentialed</p> <p>Data Year: 2023-2024</p> <p>Data Source: CALPADS Fall 2 submission</p>	96% fully credentialed			100% fully credentialed	
2.5	<p>Percent of Teacher Misassignment Rate</p> <p>Data Year: 2023-2024</p> <p>Data Source: CALPADS Fall 2 submission</p>	The teacher misassignment rate is 3.6%			0% Misassignment	

2.6	Percent of teacher attrition rate Data Year: 2023-2024 Data Source: AERIES	The teacher attrition rate for 6.7%			0% teacher attrition rate	
2.7	Percent of students with access to standards aligned materials Data Year: 2023-2024 Data Source: CA State approved adoptions	100% of students have access to standards aligned materials			100% of students have access to standards aligned materials	
2.8	Percent of Implementation of academic content/performance standards Data Year: 2023-2024 Data Source: Lesson Plans	Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.			Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	
2.9	Percent of pupil access and enrollment in a broad range of study, including both unduplicated and special needs students	100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson			100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the	

	Data Year: 2023-2024				examination of all lesson	
	Data Source: Lesson Plans					

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Math Materials: Books and Supplies	Provide all students and students with special needs with ancillary math materials including manipulatives and supplemental workbooks	\$25,000.00	Yes
2.2	Awards/Incentives	Provide students with incentives and awards to recognize and encourage increased achievement in math. (LCFF)	\$6,000.00	Yes

2.3	Professional Development	Math support with Tulare County Office of Education Consultant and sub coverage will be provided for teachers to attend professional development trainings (Title I)	\$7,200.00	No
2.4	Web-Based Programs	Web-based programs to address improving achievement of disadvantaged (Title I & LCFF)	\$2,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Enhancing the atmosphere within the school environment, concurrently boosting student attendance, reducing chronic absenteeism and suspension rates and ensuring a safe and secure campus.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed through data analysis and input from educational partners. Chronic absenteeism is a significant area requiring improvement, with the dashboard indicator revealing that 19.4% of students are chronically absent, missing 10% or more of the school year. Specifically, English learners, Hispanics, students with socio-economic disadvantages (SED), and our homeless population exhibit high rates of chronic absenteeism at 19.7%, 19.5%, 20.2%, and 25.7% respectively. This absenteeism not only affects academic performance but also impacts student attitudes and behaviors. As TESD maintains its focus on learning recovery, it is imperative to decrease chronic absenteeism and improve attendance. The TESD community and educational partners have prioritized campus safety as essential for enabling students to concentrate on their attendance. It also ensures a secure environment for both adults and students to foster social and emotional well-being in a fair learning environment. After examining the red indicators on the Dashboard at the LEA level, the LEA completed a needs assessment to determine the root cause for increased suspensions. Overall 5.7% of all students were suspended at least one day. This was an increase of 2.2% from the previous year. 5.4% of English learners were suspended at least one day. 5.1% of Hispanics and 5.75 of Socioeconomically disadvantaged were suspended at least one day.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Absenteeism Rate <10%	Overall- 95.67%			Overall- 97%	
	Data year: 2022-2023	SED- 90.21%			SED- 92%	
	Data Source: CALPADS	English learner-61.96%				

		Hispanic- 90.77%			English learner- 64%	
					Hispanic- 93%	
3.2	Chronic Absentee Rate 10% or >10% Data Year: 2022-2023 Data Source: School Dashboard	Overall - 19.4% SED - 20.2% English learner - 19.7% Hispanic/Latino - 19.5% Homeless - 25.7%			Overall 9% chronic absentee rate SED - 10.2% English learner - 9.7% Hispanic/Latino - 9.5% Homeless - 15.7%	
3.3	Pupil suspension rate Data Year: 2022-2023 Data Source: Dashboard	Overall- 5.7% SED- 5.7% English learner- 5.4% Hispanic - 5.1% Homeless - 2.4%			Overall- 2.4% SED- 2.4% English learner- 2.4% Hispanic - 2.4% Homeless - 2.4%	
3.4	Pupil expulsion rate Data Year: 2022-2023 Data Source: Data Quest/CALPADS	Overall 0.2% SED- 0% Hispanic 0.2% English learner 0.2%			Overall- less than 1% SED- less than 1% Hispanic- less than 1%	

					English learner- less than 1%	
3.5	Middle school dropout rate Data Year: 2022-2023 Data Source: CALPADS	0%			0 students	
3.6	California Healthy Kids Survey Data Year: 2023-2024 Data Source: California Healthy Kids Survey (CHKS)	Overall- 92% of 6th graders and 96% of 7th graders completed the survey. 11.25% of staff complete the survey Note: 5th graders were not able to take the healthy kids survey this year. 6th graders took it instead.			95% of 5th and 7th grade students and staff participate in the California Healthy Kids Survey every other year.	
3.7	Local LCAP parent and employee survey Data Year: 2023-2024 Data Source: Local Survey	14 parents and 60 staff participated in the annual LCAP survey.			To have 60 parents, and 30 employees participate in the survey to provide feedback on the LCAP.	
3.8	Parent Safety and Connectedness Survey Data Year: 2023-2024	91% of parents feel safe and connected at school			To have 98% of parents that feel safe and connected at school.	

	Data Source: Local Survey					
3.9	Student LCAP Survey Data Year: 2023-2024 Data Source: Local Survey	85% of students report a need for more counseling services and social emotional learning opportunities			Based on the data a decrease of 20% of students will report the need for more counseling services and SEL opportunities.	
3.10	Staff Safety and Connectedness Survey Data Year: 2023-2024 Data Source: Local Survey	86% of staff feel safe and connected at school.			To have 95% of staff that feel safe and connected at school	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Awards and Incentives	Offer students incentives and rewards as a way to acknowledge and motivate them for improved attendance and demonstrating positive character traits.	\$4,000.00	Yes
3.2	Psychologist	Allocate extra hours for School Psychologists to support efforts in enhancing student attendance, reducing chronic absenteeism, and addressing truancy rates. Their involvement will aid in fostering a positive school environment, conducting parent outreach initiatives, and facilitating the implementation of the School Attendance Review Board (SARB) process.	\$68,840.00	Yes
3.3	LVN	Provide a Licensed Vocational Nurse (LVN) to aid in addressing student health concerns and conducting outreach to families.	\$53,437.00	Yes
3.4	RN	Allocate additional days for Registered Nurses (RNs) to support student health needs and conduct outreach to families.	\$12,090.00	Yes
3.5	BHS mental health professional	Supportive services encompass a range of offerings such as staff and parent training, brief mental health support, interim mental health assistance, crisis intervention, support for the School Attendance Review Board (SARB), aid for school staff and classroom management, family outreach, community connections, and support for student groups focusing on social skills, anger management, anti-bullying efforts, social-emotional learning, girls' circles, and mindfulness.	\$46,000.00	Yes

3.6	Special Friends Aide	Allocate additional counseling support specifically tailored for TK-3 students to help improve attendance, reduce chronic absenteeism, and foster a positive school environment.	\$12,250.00	No
3.7	Parent Liaison	Our parent liaison functions as a bridge between the school and the community, working closely to identify needs and connect families with essential services aimed at enhancing our students' lives. Acting as a liaison among teachers, parents, students, support staff, and the community, she facilitates communication regarding educational programs, services, and student-related matters. Additionally, she assists in coordinating and arranging various programs and services to address the diverse needs of our students. (Title 1)	\$29,752.00	No
3.8	Triage Social Worker	The Triage Social Worker (TSS) collaborates closely with students, parents/caregivers, community partners, and staff to establish a safe, healthy, and nurturing learning atmosphere for all students. The TSS conducts individual or small group sessions with students to offer interim counseling, social/emotional support, and skill development across different domains such as coping mechanisms, social skills, and mindfulness. Furthermore, the TSS is accessible to help families in need by facilitating connections to community resources to address their fundamental requirements.	\$46,000.00	Yes
3.9	Infrastructure/ Software ActVnet	Tipton Elementary prioritizes the safety of its students, and as such, school leaders are investing in infrastructure and software to enhance emergency response capabilities. This web-based system will facilitate seamless communication with first responders in case of an emergency. Once deployed, the system will grant law enforcement dispatchers access to the school's camera network, campus maps, and 360-degree images of classrooms. This comprehensive view enables emergency dispatchers to relay critical information swiftly to responding officers, thereby expediting and improving the effectiveness of emergency response efforts.	\$2,400.00	Yes

3.10	Student Information	The Early Warning System (EWS) Aeries Analytics will identify at-risk students. The district can gauge the academic health of the district, school, or subgroup of students. This will assist with identifying chronic absenteeism.	\$4,250.00	Yes
3.11	CPR	CPR training for staff to ensure the safety of all students and staff	\$0.00	Yes
3.12	Door Locks	Updating the current door locks with a keyless entry door lock to increase a safer and more secure campus (LCFF and ELOP)	\$82,416.12	
3.13	Professional Development	Provide training to staff on trauma informed practices in school and building relationships with challenging students.	\$4,400.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	To improve the participation and increase learning opportunities for parents. (Priorities 3 and 6)	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

Parents have expressed their desire to increase involvement in school decision-making and participation in school events. TESD will respond to parents request for training in how to support their students in academic areas. Families have expressed that they appreciated the additional opportunities to award presentations in person to celebrate their children's successes and achievements. Through the LCAP survey, 88.9% of parents agree Tipton Elementary School encourages parental involvement and participation. TESD will continue to strive to increase parental participation opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Opportunities for parent involvement in district decision making. Data Year: 2023-2024 Data Source: Local Data	19 opportunities for parent involvement in district decision making			20 opportunities for parent involvement in district decision making	

4.2	<p>Opportunities for parent education in school wide programs</p> <p>Data Year: 2023-2024</p> <p>Data Source: Local Data</p>	<p>44 opportunities for parent education in school wide programs</p>			<p>45 opportunities for parent education in school wide programs</p>	
4.3	<p>Number of school sponsored parent events</p> <p>Data Year: 2023-2024</p> <p>Data Source: Local Data</p>	<p>23 sponsored parent events</p>			<p>20 sponsored parent events</p>	
4.4	<p>Number of parents, including those of unduplicated pupils and special needs pupils, who attend parent conferences in order to receive and give input regarding their students' academic program and progress</p> <p>Data Year: 2023-2024</p> <p>Data Source: Local Data</p>	<p>95% Parent conference rate</p>			<p>97% Parent conference attendance rate</p>	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Events	Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.	\$10,000.00	Yes
4.2	Student Information/Parent Communication	Provide parent access to real-time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication. Use Parentsquare for parent communication as well as the school website where information is displayed and updated.	\$11,084.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Improve school facilities which will assist with the implementation of a broad range of study, increase pupil achievement, and help facilitate parental involvement. (Priorities 3 and 7)	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement) Priority 7: Course Access (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

Offering a broad range of study is paramount in preparing our students for success in both higher education and their future careers. Exposure to a wide range of disciplines helps students cultivate a comprehensive knowledge base, enabling them to effectively apply their background understanding to new areas of study. At TESD, we prioritize inclusivity in teaching and learning, fostering diversity through a variety of educational opportunities beyond core subjects like English language arts and math. To enhance this diversity, TESD is expanding its elective offerings for grades 6-8 to include home economics, E-sports (integrated with speech), and engineering. Students will have the chance to showcase their learning in innovative ways, fostering family involvement in school events. To accommodate the community and ensure everyone can participate and enjoy student performances, we are committed to utilizing appropriate facilities capable of accommodating large audiences.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Number of VAPA events available to entire school community Data Year: 2023-2024 Data Source: Local Records	4 VAPA events			Host at least 6 VAPA events available to entire school community	

5.2	Percentage of students who participate in music during the regular school day Data Year: 2023-2024 Data Source: AERIES	68% of our students participating in music during the regular school day.			80% of our students participating in music during the school day	
5.3	Feedback from education partners Data Year: 2024-2025 Data Source: Surveys	Baseline will be established 2024-2025				

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Facilities	Provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings. Enhancements to school infrastructure encompass, among other things, the modernization of buildings, provision of supplies and equipment, upgrading student desks, and maintaining fields and playgrounds.	\$325,000.00	Yes
5.2	Equipment	Equip all students with music and theater instruments and apparatus to support their engagement in Visual and Performing Arts (VAPA) activities.	\$5,000.00	Yes
5.3	School Garden	Provide a school garden serving as an educational space aimed at fostering real-world, hands-on learning experiences for students from kindergarten to eighth grade. This initiative enables students to understand the significance of agriculture and nutrition through outdoor classroom activities.	\$2,500.00	Yes
5.4	Custodial Staff	Allocate additional hours to transition one part-time custodial staff member into a full-time position. This expansion enables the provision of extra support for student and parent events, funded through the Additional Concentration Grant.	\$30,207.00	Yes

5.5	Materials, Supplies and Equipment	Provide materials, supplies and equipment needed for enrichment and extra curricular activities which includes but is not limited to sports and clubs.	\$6,000.00	Yes
5.6	Music	Provide a Music Teacher.	\$132,424.47	Yes
5.7	Materials and Supplies	Provide supplies essential for broad range of study, facilitating the elective courses offered.	\$5,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Maintain class sizes of 24:1 or less across grades TK-8	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Tipton Elementary School remains committed to maintaining small class sizes due to their significant positive impact on our students and the overall school climate. Smaller classes enable students to receive more personalized attention from teachers, fostering greater participation and involvement in their learning. Additionally, smaller class sizes facilitate the development of stronger relationships among students, enhancing both academic achievement and engagement in the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Class size of less than or equal to 24:1 Data Year: 2023-2024 Data Source: AERIES	All classes were maintained at or below 24:1			All classes were maintained at or below 24:1	
6.2	Points from Standard: ELA Data Year: 2022-2023 Data Source: CAASPP	<ul style="list-style-type: none"> Overall: 34.5 points from standard 			<ul style="list-style-type: none"> Overall: 14.5 points from standard 	

		<ul style="list-style-type: none"> • SED: 35.2 points from standard • English Learner: 44 points from standard • Hispanic: 33.3 points from standard 			<ul style="list-style-type: none"> • SED: 15.2 points from standard • English Learner: 24 points from standard • Hispanic: 13.3 points from standard 	
6.3	<p>Points from Standard: Math</p> <p>Data Year: 2022-2023</p> <p>Data Source: CAASPP</p>	<ul style="list-style-type: none"> • Overall: 64.3 points from standard • SED: 65.2 points from standard • English Learner: 71 points from standard • Hispanic: 62.9 points from standard 			<ul style="list-style-type: none"> • Overall: 44.3 points from standard • SED: 45.2 points from standard • English Learner: 51 points from standard • Hispanic: 42.9 points 	

					from standard	
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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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Staffing/Class Size	Provide small class sizes through the funding of 3 additional teachers across the district in order to maintain a positive school climate and increase pupil achievement and engagement	\$465,480.00	Yes
6.2	Additional Staffing	Additional teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth. (Additional Concentration Grant)	\$284,810.00	Yes

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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
\$2,285,650	\$308,336

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
43.725%	5.368%	\$288,086.31	49.093%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Instructional Aides</p> <p>Need: The California School Dashboard (Dashboard) reports that all students in grades 3-8 performed 43.9 points from standard on the CAASPP. Dashboard shows that English</p>	<p>Instructional aides will provide teachers support in small group instruction in literacy, daily. The increased level of support and scaffolding will result in higher numbers of SED and English learner students receiving multiple instances of one-to-one and/or small group instruction. Instructional aides will also provide targeted intervention instruction in literacy skills, based on</p>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>learner students performed -44.4 points from standard on CAASPP. However, low income students performed 35.2 points from standard, Hispanic students performed 33.7 points from standard, and 3.3% of English learners maintained ELPI level 4, 34.8% maintained ELPI level, 1, 2L, 2H, 3L, 3H, and 18% decreased at least one ELPI level.</p> <p>Scope: LEA-wide</p>	<p>student's unique needs. The intervention opportunities for SED and English learner students will accelerate their reading fluency, accuracy and comprehension. These opportunities will yield an increase in overall achievement levels for these students. Implementing this action on a LEA-wide basis ensures all students benefit from these services.</p>	
<p>1.2</p>	<p>Action: Technology and Resources</p> <p>Need: Overall, 47% of English learners made progress towards language proficiency. The 2023 Dashboard shows that English learner students performed -44 points from standard on CAASPP. However, low income students performed 35.2 points from standard, Hispanic students performed -33 points from standard, and 3.3% of English learners maintained ELPI level 4. This was also identified as a need based on ongoing educational partner feedback.</p> <p>Scope: LEA-wide</p>	<p>1:1 devices in 2nd through 5th grades, 2:1 in 6th through 8th, and 6 ipads per class in grades K-1 will provided access to online curriculum and web-based services. An E-sports room has improved attendance. It will also give access to intervention to meet individual student needs. Technology technician and instructional add supports in Chromebook distribution and retrieval, rostering for web based curriculum, internet safety, monitors security of technology. Materials assistant will provides materials prep for all grade levels with updated resources in research and student learning in literacy.</p> <p>While addressing the needs of low-income, foster youth, and English learner students, we will use technology to accelerate their 21st century skills while advancing in literacy and language development. The use of technology and technology support remains a primary focus for unduplicated students, this Action will positively impact all students through intentional use in all content areas, and intervention. This embodies a</p>	<p>1.1,1.2,1.4</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		comprehensive approach to support the diverse needs of every student.	
1.3	<p>Action: ELA Materials: Books and Supplies</p> <p>Need: CA School Dashboard EL Indicator- 47% of our EL students are making progress towards English language proficiency.</p> <p>In DRA K-2 23% are at or above grade level. % of students in grades 3-5 are near grade level standard on the STAR reading test. 40% of all K-3rd grade students met or exceeded in the assessment of DIBELS.</p> <p>Scope: LEA-wide</p>	SED, English learners, and foster youth are equipped with supplementary English Language Arts resources, encompassing leveled books, an expanded book selection, news magazines, and supplemental workbooks. The systematic phonics instruction offers learning for students at their zone of proximal development and precisely progress monitors achievement. Although SED, English learners, and foster youth are accessing individualized instruction through these ancillary materials, we see a need for these materials LEA-wide. Many of our students have a need of learning recovery and these materials suit these needs.	1.2,1.5,1.6
1.4	<p>Action: Awards/Incentives</p> <p>Need: Overall:13.9% of EL students were reclassified. TESD reclassified 28 additional English learners in the Fall of 2023. According to the Dashboard overall TESD is -34.5 points from standard. English learners were 44 points from standard. 23% were at or above proficiency in DRA. 56.65% of TK-8 graders</p>	Awards assemblies with incentives, recognition of academic growth, increased student achievement in ELA is done quarterly throughout the school year.	1.1, 1.3, 1.4, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>who met or exceeded the standard for for writing.</p> <p>Scope: LEA-wide</p>		
<p>1.5</p>	<p>Action: Librarian</p> <p>Need: English learner reclassification was measured at 13.9%. 47% of English learners who made progress towards English proficiency on ELPAC. The 2023 Dashboard indicates CAASPP- ELA indicates -34.5 points from standard. We are working towards decreasing the disparity among English learners and English-only counterparts.</p> <p>Scope: LEA-wide</p>	<p>The school librarian will manage leveled books and resources to support guided reading in the classroom for unduplicated students based on their individual, instructional, and independent reading levels. Students will have access to a wide selection of reading material to increase engagement.</p>	<p>1.1, 1.3,1.6, 1.7</p>
<p>1.6</p>	<p>Action: Resource Teacher</p> <p>Need: The California School Dashboard (Dashboard) reports that all students in grades 3-8 performed 43.9 points from standard on the CAASPP. Dashboard shows that English learner students performed -44.4 points from standard on CAASPP. However, low income students performed 35.2 points from standard,</p>	<p>The Resource Teacher will guide implementation of MTSS. Resource Teacher maintains data for progress monitoring low-income, foster youth, and English learners. Teacher also monitors intervention system and support staff for individualized student needs. The Resource Teacher will improve and increase implementation of a school wide MTSS plan, provide professional development plan to help increase the achievement for unduplicated students. The MTSS plan will include building capacity in staff and</p>	<p>1.2, 1.3, 1.4, 1.5, 1.6, 1.7</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Hispanic students performed 33.7 points from standard, and 3.3% of English learners maintained ELPI level 4, 34.8% maintained ELPI level, 1, 2L, 2H, 3L, 3H, and 18% decreased at least one ELPI level. There is a need for intervention, designated ELD, Integrated ELD, and MTSS. Ongoing educational partners feedback has consistently asked to close the learning disparity among unduplicated students and all students.</p> <p>Scope: LEA-wide</p>	<p>students to increase agency. She will oversee progress monitoring of unduplicated student growth. The Resource Teacher will coordinate local and state assessments, build master schedule, select curriculum for intervention, use criteria to move students in and out of intervention.</p>	
<p>1.7</p>	<p>Action: Field Trips</p> <p>Need: Foster youth, English learners, and low-income students often have fewer opportunities for enrichment and may possess limited vocabulary. Field trips serve as a valuable means to expand students' cultural and academic horizons, providing diverse experiences beyond the classroom. Students extend their vocabulary and background knowledge.</p> <p>Scope: LEA-wide</p>	<p>Enrichment opportunities in electives and through college and career readiness field trips and assemblies to broaden the scope of student' cultural experience. Prioritizing unduplicated students.</p>	<p>1.1,1.2,1.3,1.4,1.5</p>
<p>1.8</p>	<p>Action: Salary Increase</p> <p>Need:</p>	<p>We are dedicated to recruiting, hiring, and retaining highly skilled staff members at competitive salaries, recognizing their significant impact on the quality of the district's educational program, especially for English Learners, and</p>	<p>1.11</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Retain quality teachers by developing pedagogy through professional development across school years. The teacher attrition rate is 6.7%.</p> <p>Scope: LEA-wide</p>	<p>Low-Income students. The recent salary increase has resulted in a decrease in our teacher attrition rate, thereby ensuring the retention of qualified staff. The effectiveness of this initiative will be assessed through academic achievement metrics aligned with this objective.</p>	
<p>1.11</p>	<p>Action: Web-Based Programs</p> <p>Need: The flexible design of web- based programs are beneficial for unduplicated students. These students have more autonomy and control of their learning with web-based program when it comes to pacing and having access to content at their zone of proximal development. Ongoing feedback from stakeholders identifies the need for students to have online learning experiences through the use of technology.</p> <p>Scope: LEA-wide</p>	<p>Web-based programs to address improving the achievement of disadvantaged students. Students take ownership of their learning and have access to immediate feedback on progress, therefore students are able to set intentional goals for continued achievement.</p>	<p>1.1,1.2,1.3,1.4,1.5</p>
<p>1.13</p>	<p>Action: Library Books and Materials</p> <p>Need:</p>	<p>Different genres, reading levels, and high interest books will be plenty and available for students in primary and upper grades. Our library provides access to materials in all formats. The library is a critical component to our literacy program because it meets the needs of students' interest in reading,</p>	<p>1.1, 1.2, 1.3, 1.6</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Reading assessments, both local and state, show room for growth. Students acquiring 21st century skills need to have access to a variety literary materials. Ongoing feedback from stakeholders indicates that our school should have books available for all students at all reading levels.</p> <p>Scope: LEA-wide</p>	<p>viewing, and using information and ideas. Our library has a rich collection of reading materials that have a positive impact on students' reading achievement and engagement.</p>	
<p>1.14</p>	<p>Action: MTSS Coach</p> <p>Need: Based on academic results from local and state assessments, areas for improvement for English learners, LTELs, SED, and foster/homeless youth needed strategic intervention in literacy skills and strategies. A systematic, targeted, and intensive level of interventions were needed to push academic achievement. Ongoing stakeholder feedback indicates that we need a LEA-wide approach to intervention.</p> <p>Scope: LEA-wide</p>	<p>An MTSS team will make decisions about responsiveness to the intervention are based on reliable and valid progress-monitoring data that reflect slope of improvement toward the attainment of a goal at the end of the intervention and develop decision-making criteria are implemented accurately. MTSS evaluates if the core curriculum is effective, interventions are effective, and the screening process is effective so that the needs of all students are met.</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6</p>
<p>1.15</p>	<p>Action: STEM Enrichment Teacher</p> <p>Need:</p>	<p>Provide a STEM enrichment teacher in order to accelerate Student language acquisition, academic vocabulary and writing proficiency in STEM content.</p>	<p>1.1, 1.4, 1.6</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Local and state measures indicate that students need to improve in the areas of thinking critically, solving problems, gaining academic language, and being creative. STEM experiences empower students in these skills. Ongoing feedback from stakeholders indicate that our school should continue to offer STEM education. STEM education motivates students' interests in science, math, and arts careers. STEM is a high-interest field where English learners accelerate language acquisition.</p> <p>Scope: LEA-wide</p>		
1.16	<p>Action: Materials and Supplies</p> <p>Need: Ongoing feedback from stakeholders indicate the need for continuous and replacement materials and supplies needed for STEM. In order to maintain inquiry-based learning, so that students know how to ask the right questions and how to answer them authentically, building upon students' natural curiosity and sense of wonder, teaching students to explore alternate thoughts and ideas, and motivating students to take formulated risks, learn from calculated failures, and integrate acquired knowledge, materials and supplies are needed to support lessons.</p>	<p>This Action will support STEM hands-on experiences with open-ended materials that incorporate STEM components, students will become prepared for the world in which they live. Students will develop the valuable 21st century skills of communication, collaboration, critical thinking, and creativity by engaging in exploration and learning how things work. Students will be able to articulate and write about their understanding about science, technology, engineering, and math.</p>	1.1, 1.4, 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>1.17</p>	<p>Action: Writing Professional Development to support ELs & LTELs</p> <p>Need: We conducted a thorough needs assessment to identify specific areas where teachers and staff require professional development to support English learners and long-term English learners effectively. In the needs assessment, we reviewed data such as EL proficiency levels, academic performance and input from educational partners to inform the development of targeted training. The goal of the comprehensive literacy professional learning would include professional learning for teachers focused on the improvement of literacy achievement for all students the professional learning for teachers would focus on helping teachers develop integrated ELD strategies in writing to support all students by particularly students who are acquiring language.</p> <p>Scope: LEA-wide</p>	<p>The professional development will implement effective teaching practices to increase student writing ability. Implement writing assessments to make changes in instruction to ensure student growth. Know how to scaffold for meeting the needs of a range of learners and implement writing lessons using a comprehensive literacy framework and developing units based on the three standards-based genres.</p>	<p>1.1, 1.4, 1.6, 1.7</p>
<p>2.1</p>	<p>Action: Math Materials: Books and Supplies</p> <p>Need:</p>	<p>SED, English learners, and foster youth are equipped with core math books and supplies, encompassing standards based practice, an English learner support component, manipulatives, online based practice and progress monitoring and supplemental workbooks. The systematic</p>	<p>2.1, 2.2, 2.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>CA School Dashboard indicates :Overall: -64.3 points from standard, SED: 65.2 points from standard, English Learner: 71 points from standard, Hispanic: 62.9 points from standard. Local indicators, ongoing stakeholder feedback, and state tests identify a need to support students with math books and supplies for building math skills, conceptual understanding and problem solving.</p> <p>Scope: LEA-wide</p>	<p>components of instruction that includes the math progressions and the mathematically practices supports all learners. Although SED, English learners, and foster youth are accessing individualized instruction through these materials, we see a need for these materials LEA-wide. Many of our students have a need of learning recovery and these materials suit these needs.</p>	
<p>2.2</p>	<p>Action: Awards/Incentives</p> <p>Need: According to the dashboard, all students measured 64.3 from standard. Students had an overall increase of 3.6 points. English learners were 71 points from standard and maintained 2.5 points. Socioeconomically Disadvantaged students were 65.2 points from standard and increased 4.9 points. Star Math: All 2nd-8th Overall: 51% SED 50% EL: 41% Hispanic: 51% LTELs: 24% 2nd Overall: 60% SED: 59% EL: 47% Hispanic: 60% 3rd Overall: 75% SED: 66% EL: 53% Hispanic: 68% 4th Overall: 57% SED: 63% EL: 58% Hispanic: 59% 5th Overall: 40% SED: 31% EL: 32% Hispanic: 38% LTELs: 25% 6th Overall: 31% SED: 32% EL: 15% Hispanic:</p>	<p>Awards assemblies with incentives, recognition of academic growth, increased student achievement in math is done quarterly throughout the school year. Each year a math student of the year is chosen. Individual student academic and non-academic achievements are acknowledged to engrain positive reinforcement into the school culture. Overall, this process improves student morale and self-efficacy. Although SED, English learners, and Hispanic are often recognized with our Most Improved, Extra Effort, they are often recognized for Honor Roll, Principal's Award and other awards along with all students at TESD.</p>	<p>2.1, 2.2, 2.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>30% LTELs: 14%</p> <p>7th Overall: 49% SED: 61% EL: 28% Hispanic: 49% LTELs: 29%</p> <p>8th Overall: 55% SED: 69% EL: 24% Hispanic: 55% LTELs: 33%</p> <p>Local Benchmark</p> <ul style="list-style-type: none"> • K- Overall: 64.58% SED: 65.22% EL: 67.57% Hispanic: 62.22% • 1st-Overall:67.24% SED: 64.81% EL: 59.46% Hispanic: 67.86% • 2nd-Overall: 89.36% SED: 88.89% EL:87.88%Hispanic: 88.64% • 3rd- Overall:65.22% SED: 62.79% EL: 58.62% Hispanic: 68.18% • 4th- Overall: 40.54% SED: 40% EL: 44% Hispanic: 35.29% • 5thOverall 8.93% SED: 9.43% EL: 11.11% Hispanic: 9.26% LTELs: • 6th-Overall: 15.51% SED: 16.07% EL: 8% Hispanic: 16.98% <p>LTELs:</p> <ul style="list-style-type: none"> • 7th Overall: 23.81% SED: 20.51% EL: 11.11% Hispanic: 23.81% <p>LTELs:</p> <ul style="list-style-type: none"> • 8th- Overall: 26.53% SED: 23.91% EL: 7.14% Hispanic: 26.67% <p>LTELs:</p> <p>Local data, state tests, and ongoing stakeholder feedback identify acknowledging achievement supports student motivation and engagement.</p> <p>Scope: LEA-wide</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.3</p>	<p>Action: Professional Development</p> <p>Need: We conducted a thorough needs assessment to identify specific areas where teachers and staff require professional development to support English learners and long-term English learners effectively. In the needs assessment, we reviewed data such as, academic performance and input from educational partners to inform the development of targeted training. The goal of the comprehensive mathematics professional learning would include professional learning for teachers focused on mathematical concepts and mathematical practices, progress monitoring, and providing just-in- time feedback to students.</p> <p>Scope:</p>	<p>The professional development will focus on effective teaching practices to increase student achievement. Implement writing assessments to make changes in instruction to ensure student growth. Teachers will scaffold for meeting the needs of a range of learners and lessons using the mathematics framework and developing units based on the three standards-based genres.</p>	<p>2.1, 2.2, 2.3</p>
<p>2.4</p>	<p>Action: Web-Based Programs</p> <p>Need: A thorough review of student data shows: In CAASPP English learners were 71 points from standard and maintained 2.5 points. students were 65.2 points from standard and increased 4.9 points. Star Math: All 2nd-8th shows: SED at or above</p>	<p>Web-based programs will be used in the classroom and for intervention groups to address improving the achievement of disadvantaged students. Students take ownership of their learning and have access to immediate feedback on progress, therefore students are able to set intentional goals for continued achievement.</p>	<p>2.1, 2.2, 2.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>grade level from 31%-69%, EL at 15%-59%, Hispanic at 30%-68% Local Benchmark shows: SED at or above grade level: SED 9.4%-88%, EL 11%-67%, Hispanic 9%-88%</p> <ul style="list-style-type: none"> LTEs: 6th-Overall: 15.51% SED: 16.07% EL: 8% Hispanic: 16.98% LTEs: 7th Overall: 23.81% SED: 20.51% EL: 11.11% Hispanic: 23.81% LTEs: 8th- Overall: 26.53% SED: 23.91% EL: 7.14% Hispanic: 26.67% <p>There is a need of flexible design of web-based programs. Our span of performance is vast and this support is beneficial for unduplicated students. These students have more autonomy and control of their learning with web-based program when it comes to pacing and having access to content at their zone of proximal development. Ongoing feedback from stakeholders identifies the need for students to have online learning experiences through the use of technology.</p> <p>Scope: LEA-wide</p>		
3.1	<p>Action: Awards and Incentives</p> <p>Need:</p>	<p>Awards assemblies with incentives for perfect attendance is done quarterly throughout the school year. Individual student non-academic achievements are acknowledged to engrain positive reinforcement into the school culture. Overall, this process improves student morale and self-efficacy.</p>	3.1, 3.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Based on Absenteeism: Overall- 95.67% SED- 90.21% English learner-61.96% Hispanic- 90.77%</p> <p>Chronic Absenteeism: Overall- 5.7% SED- 5.7% English learner- 5.4% Hispanic - 5.1% Homeless - 2.4%</p> <p>Suspension Rate Overall- 5.7% SED- 5.7% English learner- 5.4%</p> <p>Hispanic - 5.1% Homeless - 2.4% and ongoing educational partners' feedback, there is a need for acknowledging achievement supports student motivation and engagement.</p> <p>Scope: LEA-wide</p>		
3.2	<p>Action: Psychologist</p> <p>Need: Dashboard data showed that 19.4% of students were chronically absent. Specifically, the rates were 20.2% for Socioeconomically Disadvantaged (SED) students, 19.7% for English learners, 19.5% for Hispanic/Latino students, and 25.7% for homeless students. Additionally, 5.7% of students were suspended. Furthermore, 85% of students reported a need for counseling services and social-emotional learning opportunities. Based on feedback from educational partners, it was recommended to increase the number of days the school psychologist is available on campus.</p>	<p>Extending the school psychologist's available days will offer more opportunities for students to access counseling services. This increase will benefit students facing challenges with attendance, discipline, suspension, and social and emotional issues, allowing them more chances to receive support from the school psychologist.</p>	3.1, 3.2, 3.3, 3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>3.3</p>	<p>Action: LVN</p> <p>Need: Dashboard data indicated that 19.4% of students experienced chronic absenteeism. The rates were 20.2% for Socioeconomically Disadvantaged (SED) students, 19.7% for English learners, 19.5% for Hispanic/Latino students, and 25.7% for homeless students. Stakeholder feedback highlighted the need for services aimed at improving student health and increasing family outreach. This includes one-on-one conversations about student health, distributing health literature, and presenting information to help students make better health choices.</p> <p>Scope: LEA-wide</p>	<p>An LVN (Licensed Vocational Nurse) will be available five days a week to support students and parents with outreach and supportive services. The nurse's services will enhance students' mental and physical health through training, skill-building, health literature, and presentations.</p>	<p>3.1, 3.2, 3.3, 3.8</p>
<p>3.4</p>	<p>Action: RN</p> <p>Need: Dashboard data indicated that 19.4% of students experienced chronic absenteeism. The rates were 20.2% for Socioeconomically Disadvantaged (SED) students, 19.7% for English learners, 19.5% for Hispanic/Latino students, and 25.7% for homeless students. Stakeholder feedback emphasized the need for services to improve student health and</p>	<p>The RN (Registered Nurse) will have 10 additional days added to the school calendar, enabling her to address student health needs and conduct family outreach.</p>	<p>3.1, 3.2, 3.3, 3.8</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>increase family outreach. These services include one-on-one conversations about student health, distributing health literature, and providing information to help students make healthier choices.</p> <p>Scope: LEA-wide</p>		
<p>3.5</p>	<p>Action: BHS mental health professional</p> <p>Need: A comprehensive needs assessment showed: noted by: 92% K-8 attendance, 2023-2024 Dashboard Chronic absentee rate: Overall - 19.4%, SED - 20.2%, English learner - 19.7%, Hispanic/Latino - 19.5%, Homeless - 25.7%, 2023, Student Expulsion rate: Midyear less than 1%, Middle School Dropout rate: 2023-2024: 0 students, CHKS 2023-2024 92% of 6th graders and 96% of 7th graders completed the survey. Parents safety and connectedness survey: 2023-2024 91% of parents feel safe and connected at school, Staff safety and connectedness survey: 2023-2024 86% of staff feel safe and connected at school. Based on the student LCAP survey in 2023-2024 85% of students report they feel Tipton Elementary provides enough counseling services. In addition, ongoing feedback from education partners indicates the need for additional BHS services</p>	<p>A change will be to increase the days of support from BHS mental health professionals and the triage social worker and eliminate action 2.3, Social Worker. With the consistent attendance of BHS and the Triage Social worker and financial constraints facing the district it was decided that supportive services for students and families would be better served by two staff members contracted through the County Office of Education. With this change, students will have access to either the school psychologist, BHS mental health, or a triage social worker for the entire day 5 days a week. Students who are struggling with attendance, discipline, suspension, and social and emotional issues will have more access to full-day support. All though our SED, EL and Hispanic students will benefit from mental health wellness. All students who are provided with mental health supports are more likely to go to school ready to learn, actively engage in school activities, have supportive and caring connections with adults and classmates, use appropriate problem-solving skills, have nonaggressive behaviors, and add to a positive school culture.</p>	<p>3.1, 3.2, 3.3, 3.8</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>3.8</p>	<p>Action: Triage Social Worker</p> <p>Need: Based on Absenteeism: Overall- 95.67% SED- 90.21% English learner-61.96% Hispanic- 90.77% Chronic Absenteeism: Overall- 5.7% SED- 5.7% English learner- 5.4% Hispanic - 5.1% Homeless - 2.4% Suspension Rate Overall- 5.7% SED- 5.7% English learner- 5.4% Hispanic - 5.1% Homeless - 2.4% Surveys indicate 91% of parents feel safe and connected at school 85% of students report they feel Tipton Elementary provides enough counseling services according to the LCAP survey. In addition, ongoing feedback from education partners indicates the need to have a Triage Social worker who can support the needs of students with social/emotional support, and skill development across different domains such as coping mechanisms, social skills, and mindfulness.</p> <p>Scope: LEA-wide</p>	<p>With the consistent attendance of BHS and the Triage Social worker and financial constraints facing the district it was decided that supportive services for students and families would be better served by two staff members contracted through the County Office of Education. With this change, students will have access to either the school psychologist, BHS mental health, or a triage social worker for the entire day 5 days a week. Students who are struggling with attendance, discipline, suspension, and social and emotional issues will have more access to full-day support. All though our SED, EL and Hispanic students will benefit from mental health wellness. All students who are provided with mental health supports are more likely to go to school ready to learn, actively engage in school activities, have supportive and caring connections with adults and classmates, use appropriate problem-solving skills, have nonaggressive behaviors, and add to a positive school culture.</p>	<p>3.1, 3.2, 3.3, 3.8, 3.9</p>
<p>3.9</p>	<p>Action: Infrastructure/ Software ActVnet</p>	<p>The District will maintain infrastructure and software to connect with first responders in case of an emergency. The safety of students and staff is a priority.</p>	<p>3.8</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Based on ongoing educational partner feedback: Parents safety and connectedness survey: 2023-2024 91% of parents feel safe and connected at school, Staff safety and connectedness survey: 2023-2024 86% of staff feel safe and connected at school. There is an identified need of better safety measures in infrastructure and software safety.</p> <p>Scope: LEA-wide</p>		
3.10	<p>Action: Student Information</p> <p>Need: Dashboard data indicated that Absenteeism Overall was 95.67% with SED at 90.21%, English learner 61.96%, Hispanic- 90.77%. Additionally, 19.4% of students were chronically absent. Specifically, the rates were 20.2% for Socioeconomically Disadvantaged (SED) students, 19.7% for English learners, 19.5% for Hispanic/Latino students, and 25.7% for homeless students. Additionally, 5.7% of students were suspended.</p> <p>Scope: LEA-wide</p>	Unduplicated students will be on a watch list through Aeries Analytics- Areas for review include: attendance, discipline, testing/assessment data, and program participation.	3.1, 3.2, 3.3
3.11	<p>Action: CPR</p> <p>Need:</p>	CPR training will be offered every two years to all staff members of TESD. This training will benefit all students by ensuring that more staff are prepared to respond effectively in emergencies.	3.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Feedback from educational partners identified the need to train more staff in CPR. The school has an AED defibrillator, which can only be used by those who are CPR-certified. Increasing the number of staff members trained in CPR will enable quicker responses to emergencies and provide critical assistance to those in need.</p> <p>Scope: LEA-wide Schoolwide</p>		
<p>3.12</p>	<p>Action: Door Locks</p> <p>Need: Local surveys from educational partners revealed that 86% of staff and 91% of parents feel safe and connected at school. However, dashboard data indicated that 19.4% of students were chronically absent. While working on the school safety plan it was determined that it would be best if TESD could update the current door locks.</p> <p>Scope:</p>	<p>By updating the current door locks with keyless entry door lock system TESD will be able to increase a safer and more secure campus.</p>	<p>3.1, 3.8, 3.10</p>
<p>3.13</p>	<p>Action: Professional Development</p> <p>Need: A comprehensive needs assessment showed: noted by: 92% K-8 attendance, 2023-2024 Dashboard Chronic absentee rate: Overall - 19.4%, SED - 20.2%, English learner - 19.7%,</p>	<p>Training will provide social and emotional support for staff to help support all students especially those who are English learners, foster youth and low income students.</p>	<p>3.1, 3.2, 3.3, 3.10</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Hispanic/Latino - 19.5%, Homeless - 25.7%, 2023, Student Expulsion rate: Midyear less than 1%. CHKS 2023-2024 92% of 6th graders and 96% of 7th graders completed the survey. Parents safety and connectedness survey: 2023-2024 91% of parents feel safe and connected at school, Staff safety and connectedness survey: 2023-2024 86% of staff feel safe and connected at school. There is an identified need for trauma informed practices to build capacity in staff, showing empathy towards undesired behaviors, correcting behavior so that students are ready to learn and remain in the classroom. On going educational partners have shared the need for training staff to deal with students with high emotional needs.</p> <p>Scope: LEA-wide</p>		
<p>4.1</p>	<p>Action: Parent Events</p> <p>Need: Based on feedback from educational partners the creation of 12 more opportunities for parent involvement in district decision-making, 25 additional opportunities for parent education through school-wide programs, the organization of 11 more sponsored parent events, and an increase in parent conference attendance from 92% to 95%.</p> <p>Scope:</p>	<p>The District wishes to ensure that attendance of all parents at parent conferences. While the district managed to enhance the rate from 92% to 95%, this remains an ongoing effort, with the district committed to devising strategies to further boost parent participation. In the LCAP parent survey and during School Site Council meetings, parents are requesting that SSC/ELAC meetings be held later in the day so that parents that work have the opportunity to attend these meetings. We would like to maintain effectiveness of this Action because parents access to real-time student and school information through the Aeries Parent Portal including attendance, grades, ELPAC and CAASPP student score reports, and school/parent</p>	<p>4.1, 4.2, 4.3, 4.4</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	communication more frequently and have the opportunity to team up with school staff.	
4.2	<p>Action: Student Information/Parent Communication</p> <p>Need: Dashboard data shows overall Absenteeism was 95.67%, SED- 90.21%, English learner 61.96%, and Hispanic- 90.77% Chronic Absenteeism: Overall- 5.7% SED- 5.7% English learner- 5.4% Hispanic - 5.1% Homeless - 2.4%. 91% of parents feel safe and connected at school. Stakeholder supports the need for increased parent communication on school events and student progress.</p> <p>Scope: LEA-wide Schoolwide</p>	Giving parents access through the Aeries Portal will allow for ongoing communication regarding grades and attendance. Parent Square will be used to communicate school events and important information to keep parents and guardians informed throughout the school year. School information will be posted on the school website as well as on Facebook to increase awareness and remind families of events taking place at TESD along with paper notes that are sent home as a reminder. The district encourages parents to stay informed about the progress being made with their students.	3.1, 3.2, 3.8
5.1	<p>Action: Facilities</p> <p>Need: With over 90% of our students designated as socioeconomically disadvantaged and residing in a high-poverty community, access to clean, well-maintained, and safe play areas are near non-existent. Tipton has no public parks or areas where children can comfortably socially interact. The large majority of students residing in this community are Unduplicated Pupils.</p>	Provide adequate facilities, equipment and supplies for performing arts for foster youth, English learners, and low-income students to increase student participation in the music program as well as other VAPA course offerings. A music teacher will be employed to support the VAPA program. Low income, foster youth, and English learner students will be actively sought out to participate in the VAPA course offerings. Improvement to school facilities include but are not limited to modernization of buildings, supplies, equipment, student desks, fields, and playgrounds.	5.1, 5.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Tipton parent and student surveys indicate that there is an appreciation for the well-maintained and welcoming environment of the school. Educational partners shared the importance of maintaining facilities; inclusive of classrooms, restrooms, play areas, and other facilities in excellent repair. There is a need for improving and maintaining the school facilities, while continuing to prioritize safety and access for every student. The needs, conditions and circumstances of the Tipton foster youth, English Learners, and low-income students were considered first when determining the need for this action. The educational partners of Tipton (parents, students, and staff) again provided feedback and input on the importance of maintaining ongoing improvements and maintenance of district facilities at excellent levels.</p> <p>Scope: LEA-wide Schoolwide</p>		
5.2	<p>Action: Equipment</p> <p>Need: Four VAPA events were held and 68% of students experienced learning in music. Ongoing feedback from educational partners identified a need for continued VAPA and music experiences.</p> <p>Scope:</p>	<p>The District will provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings. Students who participate in the arts are: 4 times more likely to be recognized for academic achievement 3 times more likely to win an award for school attendance Participate in youth groups nearly four times as frequently Read for pleasure nearly twice as often</p>	5.2, 5.3

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	Perform community service more than four times as often.	
5.3	<p>Action: School Garden</p> <p>Need: Ongoing feedback from education partners identifies the need to maintain the school garden. Although our garden focuses on ag science and nutrition, cross-curriculum to other content areas such as language arts, math, science, social studies and art are often a part of the learning. Additionally, the garden is an excellent location to model sustainable practices and present environmental education lessons.</p> <p>Scope: LEA-wide</p>	The District will provide a school garden for outdoor learning experience for SED, EL, and Hispanic students. This experience for these students will give opportunities to develop language, help to make healthy eating choices, and give facilitate culturally relevant lessons. We will use the garden for all students that is a learning environment used to promote real world, hands on experiences for all students in grades TK-8.	5.1, 5.2
5.4	<p>Action: Custodial Staff</p> <p>Need: With over 90% of our students designated as socioeconomically disadvantaged and residing in a high-poverty community, access to clean, well-maintained, and safe play areas are near non-existent. Tipton has no public parks or areas where children can comfortably socially interact. Tipton parent and student surveys indicate that there is an appreciation for the well-maintained and welcoming environment of the school. Educational partners shared the importance of maintaining facilities; inclusive of</p>	Full time custodial staff will provide cleaning and maintaining campus at an optimal level, because this brings a sense of pride and caring for all who are learning at our site.	5.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>classrooms, restrooms, play areas, and other facilities in excellent repair.</p> <p>Scope: LEA-wide</p>		
<p>5.5</p>	<p>Action: Materials, Supplies and Equipment</p> <p>Need: Extracurricular activities offer an experience of learning and growth outside of the classroom, especially for unduplicated students who have less access to these opportunities. When these programs are not funded or cut entirely, students who excel in these areas are not getting the education they deserve.</p> <p>Scope: LEA-wide</p>	<p>The District will provide materials, supplies and equipment needed for enrichment and extra curricular activities which includes but is not limited to sports and clubs.</p>	<p>5.3</p>
<p>5.6</p>	<p>Action: Music</p> <p>Need: Ongoing educational partner feedback identified the need for a music program. Especially a music program to broaden the learning experiences for SED, EL and Hispanic students. The enrichment of music education serves all students in gaining a wide variety of understanding.</p>	<p>Hired a music teacher. Students experienced playing an instrument and reading music.</p>	<p>5.2, 5.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>5.7</p>	<p>Action: Materials and Supplies</p> <p>Need: On going request from educational partners to help support a broad range of studies with the elective courses being offered as a way to provide the necessary materials, supplies needed for students to be successful in the courses.</p> <p>Scope: LEA-wide</p>	<p>By providing supplies essential for broad range of study, students will have the necessary supplies that are needed to be successful with their electives.</p>	<p>5.3</p>
<p>6.1</p>	<p>Action: Staffing/Class Size</p> <p>Need: The California School Dashboard (Dashboard) reports that all students in grades 3-8 performed 43.9 points from standard on the CAASPP in ELA. Dashboard shows that English learner students performed -44.4 points from standard on CAASPP. However, low income students performed 35.2 points from standard, Hispanic students performed 33.7 points from standard. In Math the Dashboard data reports that students in grades 3-8 performed 64.3 points from standard, SED: 65.2 points from standard, English Learner: 71 points from standard, Hispanic: 62.9 points from standard. Students</p>	<p>Class sizes will not exceed the maximum number of students as identified in the collective bargaining units. Small class sizes are needed to support student learning with individualized academic and social support for students.</p>	<p>6.1, 6.2, 6.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>had an overall increase of 3.6 points. Ongoing feedback from educational partners identified a need for small class sizes.</p> <p>Scope: LEA-wide</p>		
<p>6.2</p>	<p>Action: Additional Staffing</p> <p>Need: The California School Dashboard (Dashboard) reports that all students in grades 3-8 performed 43.9 points from standard on the CAASPP in ELA. Dashboard shows that English learner students performed -44.4 points from standard on CAASPP. However, low income students performed 35.2 points from standard, Hispanic students performed 33.7 points from standard. In Math the Dashboard data reports that students in grades 3-8 performed 64.3 points from standard, SED: 65.2 points from standard, English Learner: 71 points from standard, Hispanic: 62.9 points from standard. Students had an overall increase of 3.6 points.</p> <p>Scope: LEA-wide</p>	<p>Additional teaching staff allows small class sized and increased opportunities for foster youth, English learners, low-income students, and homeless youth to have individualized academic and social emotional supports.</p>	<p>6.1, 6.2, 6.3</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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.

Tipton Elementary plans to use additional funds to increase the hours of one part time custodial staff to a full time position. This will allow additional hours to support students. TESD has hired additional teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth.

Action 5.4 will provide additional hours to support students and parent events through the Additional Concentration Grant that was available.

Action 6.2 Additional teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth.

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 Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	5,227,329	2,285,650	43.725%	5.368%	49.093%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$2,573,736.31	\$166,600.00		\$322,318.78	\$3,062,655.09	\$2,439,521.09	\$623,134.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	Instructional Aides	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	\$400,330.00	\$0.00	\$227,930.00			\$172,400.00	\$400,330.00
1	1.2	Technology and Resources	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$87,000.00	\$70,600.00	\$157,600.00				\$157,600.00
1	1.3	ELA Materials: Books and Supplies	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		On going	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00
1	1.4	Awards/Incentives	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		On going	\$0.00	\$6,000.00	\$6,000.00				\$6,000.00
1	1.5	Librarian	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$98,000.00	\$0.00	\$98,000.00				\$98,000.00
1	1.6	Resource Teacher	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$166,738.00	\$0.00	\$115,545.00			\$51,193.00	\$166,738.00
1	1.7	Field Trips	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$45,000.00	\$45,000.00				\$45,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.8	Salary Increase	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$125,000.00	\$0.00	\$125,000.00				\$125,000.00
1	1.9	Summer School	All Students with Disabilities	No					\$92,000.00	\$6,600.00		\$98,600.00			\$98,600.00
1	1.10	Tutoring	All	No					\$39,000.00	\$0.00		\$38,000.00		\$1,000.00	\$39,000.00
1	1.11	Web-Based Programs	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$10,000.00	\$5,000.00			\$5,000.00	\$10,000.00
1	1.12	Materials	All Students with Disabilities	No					\$0.00	\$1,500.00				\$1,500.00	\$1,500.00
1	1.13	Library Books and Materials	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$15,000.00	\$15,000.00				\$15,000.00
1	1.14	MTSS Coach	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$10,712.50	\$0.00	\$10,712.50				\$10,712.50
1	1.15	STEM Enrichment Teacher	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$130,014.00	\$0.00	\$130,014.00				\$130,014.00
1	1.16	Materials and Supplies	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$3,000.00	\$3,000.00				\$3,000.00
1	1.17	Writing Professional Development to support ELs & LTELs	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$16,620.00	\$0.00	\$9,980.00			\$6,640.00	\$16,620.00
1	1.18	Reading Intervention	All	No					\$0.00	\$30,000.00		\$30,000.00			\$30,000.00
2	2.1	Math Materials: Books and Supplies	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$25,000.00	\$25,000.00				\$25,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Awards/Incentives	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$6,000.00	\$6,000.00				\$6,000.00
2	2.3	Professional Development	All		No					\$7,200.00	\$0.00	\$2,200.00			\$5,000.00	\$7,200.00
2	2.4	Web-Based Programs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$2,500.00	\$2,500.00				\$2,500.00
3	3.1	Awards and Incentives	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$4,000.00	\$4,000.00				\$4,000.00
3	3.2	Psychologist	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$68,840.00	\$0.00	\$68,840.00				\$68,840.00
3	3.3	LVN	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$53,437.00	\$0.00	\$53,437.00				\$53,437.00
3	3.4	RN	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$12,090.00	\$0.00	\$12,090.00				\$12,090.00
3	3.5	BHS mental health professional	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$46,000.00	\$0.00	\$46,000.00				\$46,000.00
3	3.6	Special Friends Aide	All		No					\$12,250.00	\$0.00				\$12,250.00	\$12,250.00
3	3.7	Parent Liaison	All		No					\$29,752.00	\$0.00				\$29,752.00	\$29,752.00
3	3.8	Triage Social Worker	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$46,000.00	\$0.00	\$46,000.00				\$46,000.00
3	3.9	Infrastructure/ Software ActVnet	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		On Going	\$0.00	\$2,400.00	\$2,400.00				\$2,400.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.10	Student Information	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$4,250.00	\$4,250.00				\$4,250.00
3	3.11	CPR	English Foster Low Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		Every 2 years	\$0.00	\$0.00	\$0.00				\$0.00
3	3.12	Door Locks	English Foster Low Learners Youth Income			English Learners Foster Youth Low Income			\$82,416.12	\$0.00	\$82,416.12				\$82,416.12
3	3.13	Professional Development	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$3,200.00	\$1,200.00	\$4,400.00				\$4,400.00
4	4.1	Parent Events	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$10,000.00	\$10,000.00				\$10,000.00
4	4.2	Student Information/Parent Communication	English Foster Low Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$11,084.00	\$11,084.00				\$11,084.00
5	5.1	Facilities	English Foster Low Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$325,000.00	\$325,000.00				\$325,000.00
5	5.2	Equipment	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$5,000.00	\$5,000.00				\$5,000.00
5	5.3	School Garden	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$2,500.00	\$2,500.00				\$2,500.00
5	5.4	Custodial Staff	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$30,207.00	\$0.00	\$30,207.00				\$30,207.00
5	5.5	Materials, Supplies and Equipment	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$6,000.00	\$6,000.00				\$6,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.6	Music	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$132,424.47	\$0.00	\$94,840.69			\$37,583.78	\$132,424.47
5	5.7	Materials and Supplies	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$5,500.00	\$5,500.00				\$5,500.00
6	6.1	Staffing/Class Size	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$465,480.00	\$0.00	\$465,480.00				\$465,480.00
6	6.2	Additional Staffing	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$284,810.00	\$0.00	\$284,810.00				\$284,810.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
5,227,329	2,285,650	43.725%	5.368%	49.093%	\$2,489,120.19	0.000%	47.617 %	Total:	\$2,489,120.19
								LEA-wide Total:	\$2,489,120.19
								Limited Total:	\$0.00
								Schoolwide Total:	\$336,084.00

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 (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$227,930.00	
1	1.2	Technology and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income		\$157,600.00	
1	1.3	ELA Materials: Books and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income		\$25,000.00	
1	1.4	Awards/Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income		\$6,000.00	
1	1.5	Librarian	Yes	LEA-wide	English Learners Foster Youth Low Income		\$98,000.00	
1	1.6	Resource Teacher	Yes	LEA-wide	English Learners Foster Youth		\$115,545.00	

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			
1	1.7	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income		\$45,000.00	
1	1.8	Salary Increase	Yes	LEA-wide	English Learners Foster Youth Low Income		\$125,000.00	
1	1.11	Web-Based Programs	Yes	LEA-wide	English Learners Foster Youth Low Income		\$5,000.00	
1	1.13	Library Books and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income		\$15,000.00	
1	1.14	MTSS Coach	Yes	LEA-wide	English Learners Foster Youth Low Income		\$10,712.50	
1	1.15	STEM Enrichment Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,014.00	
1	1.16	Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
1	1.17	Writing Professional Development to support ELs & LTELs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,980.00	
2	2.1	Math Materials: Books and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income		\$25,000.00	
2	2.2	Awards/Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income		\$6,000.00	
2	2.4	Web-Based Programs	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,500.00	
3	3.1	Awards and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income		\$4,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income		\$68,840.00	
3	3.3	LVN	Yes	LEA-wide	English Learners Foster Youth Low Income		\$53,437.00	
3	3.4	RN	Yes	LEA-wide	English Learners Foster Youth Low Income		\$12,090.00	
3	3.5	BHS mental health professional	Yes	LEA-wide	English Learners Foster Youth Low Income		\$46,000.00	
3	3.8	Triage Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income		\$46,000.00	
3	3.9	Infrastructure/ Software ActVnet	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,400.00	
3	3.10	Student Information	Yes	LEA-wide	English Learners Foster Youth Low Income		\$4,250.00	
3	3.11	CPR	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$0.00	
3	3.12	Door Locks			English Learners Foster Youth Low Income		\$82,416.12	
3	3.13	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		\$4,400.00	
4	4.1	Parent Events	Yes	LEA-wide	English Learners Foster Youth Low Income		\$10,000.00	
4	4.2	Student Information/Parent Communication	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$11,084.00	
5	5.1	Facilities	Yes	LEA-wide Schoolwide	English Learners Foster Youth		\$325,000.00	

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			
5	5.2	Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income		\$5,000.00	
5	5.3	School Garden	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,500.00	
5	5.4	Custodial Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		\$30,207.00	
5	5.5	Materials, Supplies and Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income		\$6,000.00	
5	5.6	Music	Yes	LEA-wide	English Learners Foster Youth Low Income		\$94,840.69	
5	5.7	Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income		\$5,500.00	
6	6.1	Staffing/Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income		\$465,480.00	
6	6.2	Additional Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income		\$284,810.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$3,337,806.36	\$2,998,299.94

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Instructional Aides	Yes	\$457,480.76	\$381,457.68
1	1.2	Technology and Resources	Yes	\$283,987.29	\$214,270.82
1	1.3	ELA/Math Materials: Books and Supplies	Yes	\$75,000.00	\$58,899.98
1	1.4	Awards/Incentives	Yes	\$36,409.55	\$14,992.97
1	1.5	Librarian	Yes	\$93,312.46	\$94,710.26
1	1.6	Resource Teacher	Yes	\$158,200.00	\$163,673.06
1	1.7	Field Trips	Yes	\$45,000.00	\$23,891.19
1	1.8	Salary Increase	Yes	\$150,000.00	\$150,000.00
1	1.9	Summer School	No	\$80,000.00	\$95,181.74

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	1.10	Tutoring	No	\$20,000.00	\$33,328.75
1	1.11	Professional Development	No	\$10,587.50	\$11,605.00
1	1.12	Web-Based Programs	Yes	\$92,606.61	\$8,290.00
1	1.13	Materials	No	\$4,000.00	\$395.96
1	1.14	Library Books and Materials	Yes	\$25,000.00	\$26,209.56
1	1.15	MTSS Coach	Yes	\$11,512.50	\$12,498.64
1	1.16	STEM Enrichment Teacher	Yes	\$132,000.00	\$133,166.25
1	1.17	Materials and Supplies	Yes	\$4,500.00	\$4,291.66
1	1.18	ELD Professional Development	Yes	\$26,587.50	\$35,696.83
2	2.1	Awards and Incentives	Yes	\$30,000.00	\$9,517.31
2	2.2	Psychologist	Yes	\$66,393.00	\$66,393.00
2	2.3	Social Worker	Yes	\$43,101.93	\$23,961.78
2	2.4	LVN	Yes	\$48,074.96	\$49,074.96
2	2.5	RN	Yes	\$10,589.12	\$10,589.12

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	BHS mental health professional	Yes	\$43,760.00	\$43,760.00
2	2.7	Special Friends Aide	No	\$11,289.08	\$11,332.10
2	2.8	Parent Liaison	No	\$27,634.00	\$28,825.80
2	2.9	Triage Social Worker	No	\$0.00	\$0.00
2	2.10	Infrastructure/Software ActVnet	Yes	\$2,400.00	\$2,400.00
2	2.11	Student Information	Yes	\$4,250.00	\$4,250.00
2	2.12	CPR	Yes	\$1,200.00	\$1,035.00
2	2.13	SchoolPass	Yes	\$2,815.00	\$2,857.66
3	3.1	Parent Events	Yes	\$20,000.00	\$11,192.14
3	3.2	Student Information/Parent Communication	Yes	\$15,000.00	\$13,769.27
4	4.1	Facilities	Yes	\$325,000.00	\$325,000.00
4	4.2	Equipment	Yes	\$25,000.00	\$4,430.21
4	4.3	School Garden	Yes	\$10,000.00	\$10,000.00

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)
4	4.4	Custodial Staff	Yes	\$28,550.79	\$28,550.79
4	4.5	Materials, Supplies and Equipment	Yes	\$25,000.00	\$15,337.93
4	4.6	Music	Yes	\$91,351.65	\$95,440.80
4	4.7	Materials and Supplies	Yes	\$20,000.00	\$3,484.91
5	5.1	Staffing/Class Size	Yes	\$455,500.00	\$449,824.15
5	5.2	Additional Staffing	Yes	\$324,712.66	\$324,712.66

2023-24 Contributing Actions Annual Update Table

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)
[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
\$2,337,608	\$2,828,635.76	\$2,508,938.94	\$319,696.82	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)
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This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.

This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

1	1.1	Instructional Aides	Yes	\$255,500.00	\$207,623.97		
1	1.2	Technology and Resources	Yes	\$278,387.99	\$214,270.82		
1	1.3	ELA/Math Materials: Books and Supplies	Yes	\$75,000.00	\$58,899.98		
1	1.4	Awards/Incentives	Yes	\$36,409.55	\$14,992.97		
1	1.5	Librarian	Yes	\$93,312.46	\$94,710.26		
1	1.6	Resource Teacher	Yes	\$101,397.34	\$104,522.74		
1	1.7	Field Trips	Yes	\$45,000.00	\$23,891.19		
1	1.8	Salary Increase	Yes	\$150,000.00	\$150,000.00		
1	1.12	Web-Based Programs	Yes	\$85,000.00	\$683.39		

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	1.14	Library Books and Materials	Yes	\$25,000.00	\$25,811.36		
1	1.15	MTSS Coach	Yes	\$11,512.50	\$12,498.64		
1	1.16	STEM Enrichment Teacher	Yes	\$132,000.00	\$133,166.25		
1	1.17	Materials and Supplies	Yes	\$4,500.00	\$4,291.66		
1	1.18	ELD Professional Development	Yes	\$8,000.00	\$9,279.33		
2	2.1	Awards and Incentives	Yes	\$30,000.00	\$6,408.38		
2	2.2	Psychologist	Yes	\$66,393.00	\$66,393.00		
2	2.3	Social Worker	Yes	\$8,620.39	\$23,961.78		
2	2.4	LVN	Yes	\$48,074.96	\$49,074.96		
2	2.5	RN	Yes	\$10,589.12	\$10,589.12		
2	2.6	BHS mental health professional	Yes	\$43,760.00	\$43,760.00		
2	2.10	Infrastructure/Software ActVnet	Yes	\$2,400.00	\$2,400.00		
2	2.11	Student Information	Yes	\$4,250.00	\$4,250.00		
2	2.12	CPR	Yes	\$1,200.00	\$1,035.00		
2	2.13	SchoolPass	Yes	\$2,815.00	\$2,857.66		
3	3.1	Parent Events	Yes	\$20,000.00	\$11,192.14		
3	3.2	Student Information/Parent Communication	Yes	\$15,000.00	\$13,769.27		
4	4.1	Facilities	Yes	\$325,000.00	\$325,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.2	Equipment	Yes	\$25,000.00	\$4,430.21		
4	4.3	School Garden	Yes	\$10,000.00	\$10,000.00		
4	4.4	Custodial Staff	Yes	\$28,550.79	\$28,550.79		
4	4.5	Materials, Supplies and Equipment	Yes	\$25,000.00	\$15,337.93		
4	4.6	Music	Yes	\$60,750.00	\$57,264.42		
4	4.7	Materials and Supplies	Yes	\$20,000.00	\$3,484.91		
5	5.1	Staffing/Class Size	Yes	\$455,500.00	\$449,824.15		
5	5.2	Additional Staffing	Yes	\$324,712.66	\$324,712.66		

To Add a Row: Click "Add Row."

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

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$5,367,024	\$2,337,608	8.56%	52.115%	\$2,508,938.94	0.000%	46.747%	\$288,086.31	5.368%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

California Department of Education
November 2023

5. **Open Public Hearing on the 2024 - 2025 Budget Adoption**
 - 5.1 Open for Public Questions and Comments



Tipton Elementary School District
370 N. Evans
Tipton, CA 93272

2024-2025
Budget Adoption

Board Meeting June 4th, 2024

Board of Trustees

Board President-Iva Sousa

Board Clerk – John Cardoza

Board Trustee –Fernando Cunha

Board Trustee– Greg Rice

Board Trustee–Shelley Heeger

District Administration

Stacey Bettencourt
Superintendent/Secretary of Board

Cherie Solian, Ed.D
Principal

Cassandra Young, Business Manager/HR

Fausto Martin, Maintenance Operations & Transportation

Connie Sanchez, Cafeteria

ANNUAL BUDGET REPORT:

July 1, 2024 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: Business Office, 370 N Evans Rd, Tipton CA

Date: 05/29/2024

Adoption Date: 06/11/2024

Signed: _____

Clerk/Secretary of the Governing Board

(Original signature required)

Public Hearing:

Place: Business Office, 370 N Evans Rd, Tipton CA

Date: 06/04/2024

Time: 7:00pm

Contact person for additional information on the budget reports:

Name: Stacey Bettencourt

Title: Superintendent

Telephone: 559-752-4213

E-mail: sbettencourt@tipton.k12.ca.us

Criteria and Standards Review Summary

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

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.	X	
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

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

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?	X	
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multi year) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2023-24) annual payment?	X n/a	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, are they lifetime benefits?	n/a	
		• If yes, do benefits continue beyond age 65?	n/a	
		• If yes, are benefits funded by pay-as-you-go?	n/a	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		X
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)	n/a	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:		06/11/2024
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		X
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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

To the County Superintendent of Schools:

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

Total liabilities actuarially determined:

\$ _____

Less: Amount of total liabilities reserved in budget:

\$ _____

Estimated accrued but unfunded liabilities:

\$ _____ 0.00

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

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

Signed _____

Date of Meeting: _____

Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name: Stacey Bettencourt _____

Title: Superintendent _____

Telephone: 559-752-4213 _____

E-mail: sbettencourt@tipton.k12.ca.us _____

G = General
Ledger Data; S =
Supplemental
Data

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

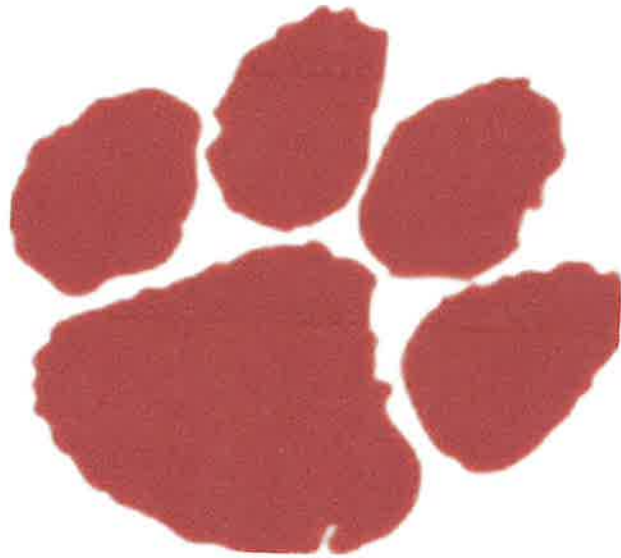
51	Bond Interest and Redemption Fund	G	G
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance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

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



Tipton Elementary School District

**SUMMARY ALL
SACS FUND RESOURCES**



**Budget Adoption
2024-2025**



Tipton Elementary School District
2024-2025

Budget Adoption
June 4th, 2024

MYP

(Multi Year Projections)

Unrestricted/Restricted
Restricted
Unrestricted

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	7,783,926.00	-0.97%	7,708,515.00	0.01%	7,709,640.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	98,201.00	-2.77%	95,481.00	-2.84%	92,767.00
4. Other Local Revenues	8600-8799	230,000.00	0.00%	230,000.00	0.00%	230,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(939,172.00)	3.22%	(969,369.00)	3.84%	(1,006,555.00)
6. Total (Sum lines A1 thru A5c)		7,172,955.00	-1.51%	7,064,627.00	-0.55%	7,025,852.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				3,383,955.00		3,520,667.00
b. Step & Column Adjustment				67,679.00		69,033.00
c. Cost-of-Living Adjustment				69,033.00		71,794.00
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,383,955.00	4.04%	3,520,667.00	4.00%	3,661,494.00
2. Classified Salaries						
a. Base Salaries				846,719.00		880,588.00
b. Step & Column Adjustment				16,934.00		17,273.00
c. Cost-of-Living Adjustment				16,935.00		18,303.00
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	846,719.00	4.00%	880,588.00	4.04%	916,164.00
3. Employee Benefits	3000-3999	2,039,612.00	3.85%	2,118,174.00	3.71%	2,196,813.00
4. Books and Supplies	4000-4999	329,113.00	3.10%	339,316.00	2.86%	349,020.00
5. Services and Other Operating Expenditures	5000-5999	901,724.00	3.10%	929,677.00	2.86%	956,266.00
6. Capital Outlay	6000-6999	115,416.00	-80.07%	23,000.00	0.00%	23,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	36,375.00	0.00%	36,375.00	0.00%	36,375.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(51,571.00)	0.00%	(51,571.00)	0.00%	(51,571.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		7,601,343.00	2.56%	7,796,226.00	3.74%	8,087,561.00

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(428,388.00)		(731,599.00)		(1,061,709.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		5,614,033.59		5,185,645.59		4,454,046.59
2. Ending Fund Balance (Sum lines C and D1)		5,185,645.59		4,454,046.59		3,392,337.59
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned		9780	0.00			
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	5,185,645.59		4,454,046.59		3,392,337.59
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		5,185,645.59		4,454,046.59		3,392,337.59
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	5,185,645.59		4,454,046.59		3,392,337.59
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		5,185,645.59		4,454,046.59		3,392,337.59
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	425,365.00	0.00%	425,365.00	0.00%	425,365.00
3. Other State Revenues	8300-8599	1,687,637.00	-6.31%	1,581,173.00	0.00%	1,581,138.00
4. Other Local Revenues	8600-8799	24,950.00	0.00%	24,950.00	0.00%	24,950.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	939,172.00	3.22%	969,368.00	3.84%	1,006,555.00
6. Total (Sum lines A1 thru A5c)		3,077,124.00	-2.48%	3,000,856.00	1.24%	3,038,008.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				298,698.00		310,765.00
b. Step & Column Adjustment				5,974.00		6,093.00
c. Cost-of-Living Adjustment				6,093.00		6,337.00
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	298,698.00	4.04%	310,765.00	4.00%	323,195.00
2. Classified Salaries						
a. Base Salaries				732,374.00		761,882.00
b. Step & Column Adjustment				14,569.00		14,860.00
c. Cost-of-Living Adjustment				14,939.00		15,535.00
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	732,374.00	4.03%	761,882.00	3.99%	792,277.00
3. Employee Benefits	3000-3999	754,483.00	2.90%	776,349.00	2.20%	793,425.00
4. Books and Supplies	4000-4999	470,781.00	-23.12%	361,920.00	-45.33%	197,865.00
5. Services and Other Operating Expenditures	5000-5999	214,573.00	1.48%	217,758.00	1.61%	221,264.00
6. Capital Outlay	6000-6999	203,306.00	-97.47%	5,152.00	2.62%	5,287.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	194,131.00	8.63%	210,888.00	0.02%	210,921.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	27,153.00	0.00%	27,153.00	0.00%	27,153.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		2,895,499.00	-7.72%	2,671,867.00	-3.76%	2,571,387.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		181,625.00		328,989.00		466,621.00

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,827,604.91		4,009,229.91		4,338,218.91
2. Ending Fund Balance (Sum lines C and D1)		4,009,229.91		4,338,218.91		4,804,839.91
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	4,009,229.91		4,338,218.91		4,804,839.91
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,009,229.91		4,338,218.91		4,804,839.91
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Budget, July 1
General Fund
Multiyear Projections
Unrestricted/Restricted

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	7,783,926.00	-0.97%	7,708,515.00	0.01%	7,709,640.00
2. Federal Revenues	8100-8299	425,365.00	0.00%	425,365.00	0.00%	425,365.00
3. Other State Revenues	8300-8599	1,785,838.00	-6.11%	1,676,654.00	-0.16%	1,673,905.00
4. Other Local Revenues	8600-8799	254,950.00	0.00%	254,950.00	0.00%	254,950.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	(1.00)	-100.00%	0.00
6. Total (Sum lines A1 thru A5c)		10,250,079.00	-1.80%	10,065,483.00	-0.02%	10,063,860.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				3,682,653.00		3,831,432.00
b. Step & Column Adjustment				73,653.00		75,126.00
c. Cost-of-Living Adjustment				75,126.00		78,131.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,682,653.00	4.04%	3,831,432.00	4.00%	3,984,689.00
2. Classified Salaries						
a. Base Salaries				1,579,093.00		1,642,470.00
b. Step & Column Adjustment				31,503.00		32,133.00
c. Cost-of-Living Adjustment				31,874.00		33,838.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,579,093.00	4.01%	1,642,470.00	4.02%	1,708,441.00
3. Employee Benefits	3000-3999	2,794,095.00	3.59%	2,894,523.00	3.31%	2,990,238.00
4. Books and Supplies	4000-4999	799,894.00	-12.33%	701,236.00	-22.01%	546,885.00
5. Services and Other Operating Expenditures	5000-5999	1,116,297.00	2.79%	1,147,435.00	2.62%	1,177,530.00
6. Capital Outlay	6000-6999	318,722.00	-91.17%	28,152.00	0.48%	28,287.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	230,506.00	7.27%	247,263.00	0.01%	247,296.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(24,418.00)	0.00%	(24,418.00)	0.00%	(24,418.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		10,496,842.00	-0.27%	10,468,093.00	1.82%	10,658,948.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(246,763.00)		(402,610.00)		(595,088.00)

Budget, July 1
General Fund
Multiyear Projections
Unrestricted/Restricted

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		9,441,638.50		9,194,875.50		8,792,265.50
2. Ending Fund Balance (Sum lines C and D1)		9,194,875.50		8,792,265.50		8,197,177.50
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	4,009,229.91		4,338,218.91		4,804,839.91
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	5,185,645.59		4,454,046.59		3,392,337.59
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		9,194,875.50		8,792,265.50		8,197,177.50
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	5,185,645.59		4,454,046.59		3,392,337.59
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		5,185,645.59		4,454,046.59		3,392,337.59
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		49.40%		42.55%		31.83%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds: 1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
2. District ADA Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		0.00				
		453.64		438.64		423.64
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		10,496,842.00		10,468,093.00		10,658,948.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		10,496,842.00		10,468,093.00		10,658,948.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		4.00%		4.00%		4.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		419,873.68		418,723.72		426,357.92
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		87,000.00		87,000.00		87,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		419,873.68		418,723.72		426,357.92
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES



2024-2025 Budget Adoption

June 4th, 2024

ADA

(Average Daily Attendance)



Tipton Elementary
Tulare County

Description	2023-24 Estimated Actuals			2024-25 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	468.64	468.64	507.46	453.64	453.64	489.88
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)	468.64	468.64	507.46	453.64	453.64	489.88
5. District Funded County Program ADA						
a. County Community Schools	2.30	2.30	2.30	2.30	2.30	2.30
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	2.30	2.30	2.30	2.30	2.30	2.30
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	470.94	470.94	509.76	455.94	455.94	492.18
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Tipton Elementary
 Tulare County

Description	2023-24 Estimated Actuals			2024-25 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
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)						

Tipton Elementary
Tulare County

Description	2023-24 Estimated Actuals			2024-25 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00



TIPTON ELEMENTARY SCHOOL DISTRICT

GENERAL FUND

Budget Adoption

As of June 4th, 2024

Fund # 01

This is the chief operating fund for Tipton Elementary School District. It is used to account for the ordinary operations of an LEA. All transactions except those required or permitted by law to be in another fund are accounted for in this fund.

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	7,931,824.00	0.00	7,931,824.00	7,783,926.00	0.00	7,783,926.00	-1.9%
2) Federal Revenue		8100-8299	0.00	1,261,085.52	1,261,085.52	0.00	425,365.00	425,365.00	-66.3%
3) Other State Revenue		8300-8599	101,301.00	2,141,684.00	2,242,985.00	99,201.00	1,687,637.00	1,785,838.00	-20.4%
4) Other Local Revenue		8600-8799	230,000.00	170,302.00	400,302.00	230,000.00	24,950.00	254,950.00	-36.3%
5) TOTAL, REVENUES			8,263,125.00	3,573,075.52	11,836,200.52	8,112,127.00	2,137,952.00	10,250,079.00	-13.4%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	3,353,387.00	320,405.98	3,673,792.98	3,383,955.00	298,694.00	3,682,653.00	0.2%
2) Classified Salaries		2000-2999	878,829.00	736,277.77	1,615,106.77	846,719.00	732,374.00	1,579,093.00	-2.2%
3) Employee Benefits		3000-3999	2,026,683.00	753,872.09	2,780,555.09	2,039,612.00	754,483.00	2,794,095.00	0.5%
4) Books and Supplies		4000-4999	370,134.92	445,529.10	815,664.02	329,113.00	470,781.00	799,894.00	-1.9%
5) Services and Other Operating Expenditures		5000-5999	903,137.84	415,536.25	1,318,674.09	901,724.00	214,573.00	1,116,297.00	-15.3%
6) Capital Outlay		6000-6999	43,000.00	941,370.18	984,370.18	115,416.00	203,306.00	318,722.00	-67.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	48,758.00	177,561.68	226,319.68	35,375.00	194,131.00	230,506.00	1.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(43,892.41)	19,474.41	(24,418.00)	(51,571.00)	27,153.00	(24,418.00)	0.0%
9) TOTAL, EXPENDITURES			7,580,038.15	3,810,027.46	11,390,065.61	7,601,343.00	2,895,499.00	10,496,842.00	-7.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - 99)			683,086.85	(236,951.94)	446,134.91	510,784.00	(757,547.00)	(246,763.00)	-155.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8300-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7500-7629	0.00	0.00	0.00	0.00	0.00	0.00	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		8960-8999	(938,853.00)	938,853.00	0.00	(939,172.00)	939,172.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(938,853.00)	938,853.00	0.00	(939,172.00)	939,172.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(255,766.15)	701,901.06	446,134.91	(428,388.00)	181,625.00	(246,763.00)	-155.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	5,869,799.74	3,125,703.85	8,995,503.59	5,614,033.59	3,827,604.91	9,441,638.50	5.0%
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)			5,869,799.74	3,125,703.85	8,995,503.59	5,614,033.59	3,827,604.91	9,441,638.50	5.0%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,869,799.74	3,125,703.85	8,995,503.59	5,614,033.59	3,827,604.91	9,441,638.50	5.0%
2) Ending Balance, June 30 (E + F1e)			5,614,033.59	3,827,604.91	9,441,638.50	5,185,645.59	4,009,229.91	9,194,875.50	-2.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	3,827,604.91	3,827,604.91	0.00	4,009,229.91	4,009,229.91	4.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	5,614,033.59	0.00	5,614,033.59	5,185,645.59	0.00	5,185,645.59	-7.6%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment in Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
9150			0.00	0.00	0.00				
2) Investments			0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9250	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
9320			0.00	0.00	0.00				
6) Stores									

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9850	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	5,302,091.00	0.00	5,302,091.00	5,194,507.00	0.00	5,194,507.00	-2.0%
Education Protection Account State Aid - Current Year		8012	1,668,874.00	0.00	1,668,874.00	1,628,560.00	0.00	1,628,560.00	-2.4%
State Aid - Prior Years		9019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	960,659.00	0.00	960,659.00	960,659.00	0.00	960,659.00	0.0%
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		9047	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		9081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			7,931,824.00	0.00	7,931,824.00	7,783,926.00	0.00	7,783,926.00	-1.9%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	9091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			7,931,824.00	0.00	7,931,824.00	7,783,926.00	0.00	7,783,926.00	-1.9%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Enrollment		8181	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	21,082.86	21,082.86	0.00	0.00	0.00	-100.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		293,414.65	293,414.65		251,556.00	251,556.00	-14.3%
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		38,238.14	38,238.14		25,461.00	25,461.00	-33.4%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Title III, English Learner Program	4203	8290		44,788.92	44,788.92		41,614.00	41,614.00	-7.1%
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		40,981.75	40,981.75		21,387.00	21,367.00	-47.9%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	9290	0.00	822,579.20	822,579.20	0.00	85,367.00	85,367.00	-89.6%
TOTAL, FEDERAL REVENUE			0.00	1,261,085.52	1,261,085.52	0.00	425,365.00	425,365.00	-66.3%
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		9520	0.00	3,424.00	3,424.00	0.00	0.00	0.00	-100.0%
Mandated Costs Reimbursements		8550	18,352.00	0.00	18,352.00	17,907.00	0.00	17,907.00	-2.4%
Lottery - Unrestricted and Instructional Materials		8560	82,949.00	33,742.00	116,691.00	80,294.00	32,652.00	112,956.00	-3.2%
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		9576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		203,483.00	203,483.00		203,483.00	203,483.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6680, 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	5387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	1,901,039.00	1,901,039.00	0.00	1,451,492.00	1,451,492.00	-23.6%
TOTAL, OTHER STATE REVENUE			101,301.00	2,141,688.00	2,242,989.00	98,201.00	1,687,837.00	1,785,838.00	-20.4%
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		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	500.00	500.00	0.00	500.00	500.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		9660	230,000.00	0.00	230,000.00	230,000.00	0.00	230,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		9662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		9671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		9672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		9675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		9677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		9681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		9689	0.00	13,950.00	13,950.00	0.00	13,950.00	13,950.00	0.0%
Other Local Revenue									

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8599	0.00	155,852.00	155,852.00	0.00	10,500.00	10,500.00	-93.3%
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		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			230,000.00	170,302.00	400,302.00	230,000.00	24,950.00	254,950.00	-16.3%
TOTAL, REVENUES			8,263,125.00	3,573,075.52	11,836,200.52	8,112,127.00	2,137,952.00	10,250,079.00	-13.4%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	3,006,316.00	245,842.10	3,252,158.10	3,012,391.00	255,481.00	3,267,872.00	0.5%
Certificated Publ Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	306,913.00	0.00	306,913.00	305,708.00	0.00	305,708.00	-0.4%
Other Certificated Salaries		1300	40,158.00	74,563.88	114,721.88	65,856.00	43,237.00	109,093.00	-4.9%
TOTAL, CERTIFICATED SALARIES			3,353,387.00	320,405.98	3,673,792.98	3,383,955.00	298,698.00	3,682,653.00	0.2%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	193,899.00	470,471.77	664,370.77	173,733.00	485,444.00	659,177.00	-0.8%
Classified Support Salaries		2200	391,665.00	187,862.00	579,527.00	377,619.00	167,428.00	545,047.00	-5.9%
Classified Supervisors' and Administrators' Salaries		2300	152,327.00	23,626.00	175,953.00	155,232.00	24,098.00	179,330.00	1.9%
Clerical, Technical and Office Salaries		2400	140,949.00	0.00	140,949.00	140,135.00	0.00	140,135.00	-0.5%
Other Classified Salaries		2900	0.00	54,318.00	54,318.00	0.00	55,404.00	55,404.00	2.0%
TOTAL, CLASSIFIED SALARIES			878,829.00	736,277.77	1,615,106.77	846,719.00	732,374.00	1,579,093.00	-2.2%
EMPLOYEE BENEFITS									
STRS		3101-3102	634,460.00	340,308.89	974,768.89	846,334.00	346,506.00	992,840.00	1.9%
PERS		3201-3202	232,452.00	190,538.36	422,990.36	229,037.00	191,318.00	420,355.00	-0.4%
OASDI/Medicare/Alternative		3301-3302	122,432.00	59,472.99	181,904.99	113,841.00	58,438.00	172,279.00	-5.3%
Health and Welfare Benefits		3401-3402	890,402.80	130,285.14	1,020,687.94	908,121.00	125,417.00	1,033,538.00	1.3%
Unemployment Insurance		3501-3502	2,136.00	612.59	2,748.59	2,117.00	502.00	2,619.00	-4.7%
Workers' Compensation		3601-3602	119,357.00	28,751.47	148,108.47	114,737.00	27,282.00	142,019.00	-4.1%
OPEB, Allocated		3701-3702	13,154.00	3,128.61	16,282.61	13,240.00	3,149.00	16,389.00	0.7%
OPEB, Active Employees		3751-3752	12,290.00	1,774.05	14,064.05	12,185.00	1,771.00	13,956.00	-0.8%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			2,025,683.80	753,872.09	2,779,555.89	2,039,612.00	754,483.00	2,794,095.00	0.5%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	7,000.00	7,000.00	0.00	161,994.00	161,994.00	2,214.2%
Books and Other Reference Materials		4200	2,000.00	20,400.00	22,400.00	2,000.00	20,400.00	22,400.00	0.0%
Materials and Supplies		4300	308,047.92	261,953.58	570,001.50	284,526.00	135,705.00	420,231.00	-26.3%
Noncapitalized Equipment		4400	58,587.00	117,801.00	176,388.00	41,087.00	152,882.00	193,769.00	9.9%
Food		4700	1,500.00	38,374.52	39,874.52	1,500.00	0.00	1,500.00	-96.2%
TOTAL, BOOKS AND SUPPLIES			370,134.92	445,529.10	815,664.02	329,113.00	470,781.00	799,894.00	-1.9%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	10,200.00	9,600.00	19,800.00	18,680.00	11,000.00	29,680.00	49.9%
Dues and Memberships		5300	15,028.00	0.00	15,028.00	15,028.00	0.00	15,028.00	0.0%
Insurance		5400 - 5450	70,849.00	0.00	70,849.00	70,849.00	0.00	70,849.00	0.0%
Operations and Housekeeping Services		5500	50,000.00	130,000.00	180,000.00	60,000.00	120,000.00	180,000.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	69,500.00	3,000.00	72,500.00	64,500.00	2,500.00	67,000.00	-7.6%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	601,060.84	254,256.25	855,317.09	633,667.00	71,073.00	704,740.00	-17.6%
Communications		5900	76,500.00	18,680.00	95,180.00	39,000.00	0.00	39,000.00	-59.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			903,137.84	415,536.25	1,318,674.09	901,724.00	214,573.00	1,116,297.00	-15.3%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	5,000.00	5,000.00	0.00	0.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	0.00	708,402.07	708,402.07	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	43,000.00	226,852.11	269,852.11	115,416.00	202,906.00	318,222.00	17.9%
Equipment Replacement		6500	0.00	1,116.00	1,116.00	0.00	500.00	500.00	-55.2%
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			43,000.00	941,370.18	984,370.18	115,416.00	203,306.00	318,722.00	-67.6%
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	48,759.00	0.00	48,759.00	36,375.00	0.00	36,375.00	-25.4%
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	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
RCC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	50,917.68	50,917.68	0.00	47,783.00	47,783.00	-6.2%
Other Debt Service - Principal		7439	0.00	126,644.00	126,644.00	0.00	146,348.00	146,348.00	15.6%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			48,759.00	177,561.68	226,319.68	36,375.00	194,131.00	230,506.00	1.8%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(19,474.41)	19,474.41	0.00	(27,153.00)	27,153.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(24,418.00)	0.00	(24,418.00)	(24,418.00)	0.00	(24,418.00)	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(43,892.41)	19,474.41	(24,418.00)	(51,571.00)	27,153.00	(24,418.00)	0.0%
TOTAL, EXPENDITURES			7,590,038.15	3,810,027.46	11,390,065.61	7,601,343.00	2,895,499.00	10,496,842.00	-7.8%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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		8960	(938,853.00)	938,853.00	0.00	(939,172.00)	939,172.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(938,853.00)	938,853.00	0.00	(939,172.00)	939,172.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(938,853.00)	938,853.00	0.00	(939,172.00)	939,172.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	7,931,824.00	0.00	7,931,824.00	7,783,926.00	0.00	7,783,926.00	-1.3%
2) Federal Revenue		8100-8299	0.00	1,261,085.52	1,261,085.52	0.00	425,365.00	425,365.00	-66.3%
3) Other State Revenue		8300-8599	101,301.00	2,141,688.00	2,242,989.00	98,201.00	1,687,637.00	1,785,838.00	-20.4%
4) Other Local Revenue		8600-8799	230,000.00	170,302.00	400,302.00	230,000.00	24,950.00	254,950.00	-36.3%
5) TOTAL, REVENUES			8,263,125.00	3,573,075.52	11,836,200.52	8,112,127.00	2,137,952.00	10,250,079.00	-13.4%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		4,881,990.00	1,716,371.28	6,598,351.28	4,798,824.00	1,861,425.00	6,460,249.00	-2.1%
2) Instruction - Related Services	2000-2899		808,003.68	106,469.14	914,472.82	728,447.00	69,684.00	798,131.00	-12.7%
3) Pupil Services	3000-3999		488,840.08	140,603.52	629,443.60	547,851.00	267,146.00	814,997.00	29.5%
4) Ancillary Services	4000-4999		81,359.00	50,198.93	131,557.93	115,821.00	37,970.00	153,791.00	16.9%
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		773,821.39	35,389.41	809,210.80	794,506.00	42,068.00	836,574.00	3.4%
8) Plant Services	8000-8999		497,276.00	1,583,433.50	2,080,709.50	579,519.00	623,075.00	1,202,594.00	-42.2%
9) Other Outgo	9000-9999	Except 7600-7699	48,758.00	177,561.68	226,319.68	36,375.00	194,131.00	230,506.00	1.8%
10) TOTAL, EXPENDITURES			7,580,038.15	3,810,027.46	11,390,065.61	7,601,343.00	2,895,499.00	10,496,842.00	-7.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)									
			683,086.85	(236,951.94)	446,134.91	510,784.00	(757,547.00)	(246,763.00)	-155.3%
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	0.00	0.00	0.00	0.00	0.00	0.00	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	(938,853.00)	938,853.00	0.00	(939,172.00)	939,172.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(938,853.00)	938,853.00	0.00	(939,172.00)	939,172.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			(255,766.15)	701,901.05	446,134.91	(428,388.00)	181,625.00	(246,763.00)	-155.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		5791	5,863,799.74	3,125,703.85	8,989,503.59	5,514,033.59	3,827,604.91	9,441,638.50	5.0%
b) Audit Adjustments		0793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,869,799.74	3,125,703.85	8,989,503.59	5,514,033.59	3,827,604.91	9,441,638.50	5.0%
d) Other Restatements		0795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,869,799.74	3,125,703.85	8,989,503.59	5,514,033.59	3,827,604.91	9,441,638.50	5.0%
2) Ending Balance, June 30 (E + F1e)			5,614,033.59	3,827,604.91	9,441,638.50	5,185,645.59	4,009,229.91	9,194,875.50	-2.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	3,827,604.91	3,827,604.91	0.00	4,009,229.91	4,009,229.91	4.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	5,614,033.59	0.00	5,614,033.59	5,185,645.59	0.00	5,185,645.59	-7.6%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
2600	Expanded Learning Opportunities Program	935,622.00	1,359,055.00
6211	Literacy Coaches and Reading Specialists Grant Program	559,580.00	559,580.00
6286	Educator Effectiveness, FY 2021-22	47,510.20	22,638.20
6300	Lottery: Instructional Materials	188,475.14	192,137.14
6547	Special Education Early Intervention Preschool Grant	6,871.00	6,871.00
6782	Arts, Music, and Instructional Materials Discretionary Block Grant	318,381.00	161,387.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	94,293.00	188,586.00
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	197,806.00	0.00
7311	Classified School Employee Professional Development Block Grant	4,119.11	4,119.11
7435	Learning Recovery Emergency Block Grant	794,167.00	628,622.00
9010	Other Restricted Local	664,780.46	886,034.46
Total, Restricted Balance		3,827,604.91	4,009,229.91



TIPTON ELEMENTARY SCHOOL DISTRICT

SPECIAL ACTIVITY SPECIAL REVENUE FUND

2024-2025 Budget Adoption
As of June 4th, 2024

Fund # 08

This fund is a new special revenue fund established to allow LEAs to account for governmental associated student body activities in accordance with the provisions of GASB Statement 84

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	61,717.16	61,717.16	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			61,717.16	61,717.16	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			61,717.16	61,717.16	0.0%
2) Ending Balance, June 30 (E + F1e)			61,717.16	61,717.16	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	61,717.16	61,717.16	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	61,717.16	61,717.16	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			61,717.16	61,717.16	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			61,717.16	61,717.16	0.0%
2) Ending Balance, June 30 (E + F1e)			61,717.16	61,717.16	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	61,717.16	61,717.16	0.0%
c) Committed					

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

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
8210	Student Activity Funds	61,717.16	61,717.16
Total, Restricted Balance		61,717.16	61,717.16



TIPTON ELEMENTARY SCHOOL DISTRICT

CAFETERIA FUND

2024-2025 Budget Adoption
As of June 4th, 2024

Fund # 13

The Cafeteria Fund is the operating fund of the District that accumulates costs related to providing food services for students. The Cafeteria Fund does not require a contribution from the General Fund.

Child Nutrition Services provides lunch, breakfast and snacks, as well as other food services, to students and staff of the Tipton Elementary School District. Money received from meal service and sales is deposited into the Cafeteria Fund.

The primary program expenditures are for labor, benefits and meal supplies. The Cafeteria Fund is a categorical fund expected to operate solely on program revenues received. The Child Nutrition Services program will continue to streamline operations and maximize its use of resources.

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources					
2) Federal Revenue		8010-8099	0.00	0.00	0.0%
3) Other State Revenue		8100-8299	495,000.00	495,000.00	0.0%
4) Other Local Revenue		8300-8599	110,000.00	120,000.00	9.1%
5) TOTAL, REVENUES		8600-8799	35,000.00	197,000.00	462.9%
			640,000.00	812,000.00	26.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	184,429.00	187,984.00	1.9%
3) Employee Benefits		3000-3999	94,435.00	96,724.00	2.4%
4) Books and Supplies		4000-4999	303,200.00	305,000.00	0.6%
5) Services and Other Operating Expenditures		5000-5999	95,990.00	92,600.00	-3.5%
6) Capital Outlay		6000-6999	14,000.00	10,000.00	-28.6%
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	24,418.00	24,418.00	0.0%
9) TOTAL, EXPENDITURES			716,472.00	716,726.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(76,472.00)	95,274.00	-224.6%
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)			(76,472.00)	95,274.00	-224.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
b) Audit Adjustments		9791	665,541.30	589,069.30	-11.5%
c) As of July 1 - Audited (F1a + F1b)		9793	0.00	0.00	0.0%
d) Other Restatements			665,541.30	589,069.30	-11.5%
e) Adjusted Beginning Balance (F1c + F1d)		9795	0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			665,541.30	589,069.30	-11.5%
Components of Ending Fund Balance			589,069.30	684,343.30	16.2%
a) Nonspendable					
Revolving Cash					
Stores		9711	0.00	0.00	0.0%
Prepaid Items		9712	0.00	0.00	0.0%
All Others		9713	0.00	0.00	0.0%
b) Restricted		9719	0.00	0.00	0.0%
c) Committed		9740	589,069.30	684,343.30	16.2%
Stabilization Arrangements					
Other Commitments		9750	0.00	0.00	0.0%
d) Assigned		9760	0.00	0.00	0.0%
Other Assignments					
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9780	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9789	0.00	0.00	0.0%
		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	495,000.00	495,000.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			495,000.00	495,000.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	110,000.00	120,000.00	9.1%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			110,000.00	120,000.00	9.1%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	2,000.00	2,000.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	18,000.00	180,000.00	900.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	15,000.00	15,000.00	0.0%
TOTAL, OTHER LOCAL REVENUE			35,000.00	197,000.00	462.9%
TOTAL REVENUES			640,000.00	812,000.00	26.9%
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	129,475.00	131,931.00	1.9%
Classified Supervisors' and Administrators' Salaries		2300	54,954.00	56,053.00	2.0%
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			184,429.00	187,984.00	1.9%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	49,250.00	50,850.00	3.2%
OASDI/Medicare/Alternative		3301-3302	14,200.00	14,381.00	1.3%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Health and Welfare Benefits		3401-3402	24,816.00	25,410.00	2.4%
Unemployment Insurance		3501-3502	92.00	94.00	2.2%
Workers' Compensation		3601-3602	5,200.00	5,098.00	-2.0%
OPEB, Allocated		3701-3702	574.00	588.00	2.4%
OPEB, Active Employees		3751-3752	303.00	303.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			94,435.00	96,724.00	2.4%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	30,000.00	30,000.00	0.0%
Noncapitalized Equipment		4400	43,200.00	35,000.00	-19.0%
Food		4700	230,000.00	240,000.00	4.3%
TOTAL, BOOKS AND SUPPLIES			303,200.00	305,000.00	0.6%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	200.00	200.00	0.0%
Dues and Memberships		5300	400.00	400.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	20,000.00	20,000.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	2,690.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	72,700.00	72,000.00	-1.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			95,990.00	92,600.00	-3.5%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	14,000.00	10,000.00	-28.6%
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			14,000.00	10,000.00	-28.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	24,418.00	24,418.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			24,418.00	24,418.00	0.0%
TOTAL, EXPENDITURES			716,472.00	716,726.00	0.0%
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		8972	0.00	0.00	0.0%
Proceeds from Leases		8974	0.00	0.00	0.0%
Proceeds from SBITAs		8979	0.00	0.00	0.0%
All Other Financing Sources			0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
All Other Financing Uses		7899	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	495,000.00	495,000.00	0.0%
3) Other State Revenue		8300-8599	110,000.00	120,000.00	9.1%
4) Other Local Revenue		8600-8799	35,000.00	197,000.00	462.9%
5) TOTAL, REVENUES			640,000.00	812,000.00	26.9%
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		850,354.00	655,308.00	0.8%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		24,418.00	24,418.00	0.0%
8) Plant Services	8000-8999		41,700.00	37,000.00	-11.3%
9) Other Outgo	9000-9999	Excepl 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			716,472.00	716,726.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(76,472.00)	95,274.00	-224.6%
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)			(76,472.00)	95,274.00	-224.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	665,541.30	589,069.30	-11.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			665,541.30	589,069.30	-11.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			665,541.30	589,069.30	-11.5%
2) Ending Balance, June 30 (E + F1e)			589,069.30	684,343.30	16.2%
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	589,069.30	684,343.30	16.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	589,069.30	684,343.30
Total, Restricted Balance		589,069.30	684,343.30



TIPTON ELEMENTARY SCHOOL DISTRICT

DEFERRED MAINTENANCE FUND

2024-2025 Budget Adoption
As of June 4th, 2024

Fund # 14

Deferred Maintenance is a separate fund from the district general fund. The District no longer receives funds for Deferred Maintenance Fund, as it has been rolled in to the LCFF funding, however the district transfers \$10k annually from the LCFF. The District will continue to contribute amounts needed for this program.

Principle revenues in this fund are:

- Interest
- Interfund Transfers In
- LCFF Revenue

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources					
2) Federal Revenue		8010-8099	0.00	0.00	0.0%
3) Other State Revenue		8100-8299	0.00	0.00	0.0%
4) Other Local Revenue		8300-8599	0.00	0.00	0.0%
5) TOTAL, REVENUES		8600-8799	1,000.00	1,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,000.00	1,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,000.00	1,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
b) Audit Adjustments		9791	41,569.90	42,569.90	2.4%
c) As of July 1 - Audited (F1a + F1b)		9793	0.00	0.00	0.0%
d) Other Restatements		9795	41,569.90	42,569.90	2.4%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			41,569.90	42,569.90	2.4%
Components of Ending Fund Balance			42,569.90	43,569.90	2.3%
a) Nonspendable					
Revolving Cash					
Stores		9711	0.00	0.00	0.0%
Prepaid Items		9712	0.00	0.00	0.0%
All Others		9713	0.00	0.00	0.0%
b) Restricted		9719	0.00	0.00	0.0%
c) Committed		9740	0.00	0.00	0.0%
Stabilization Arrangements					
Other Commitments		9750	0.00	0.00	0.0%
d) Assigned		9760	0.00	0.00	0.0%
Other Assignments					
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9780	42,569.90	43,569.90	2.3%
Unassigned/Unappropriated Amount		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					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
b) in Banks		9111	0.00		
c) in Revolving Cash Account		9120	0.00		
d) with Fiscal Agent/Trustee		9130	0.00		
e) Collections Awaiting Deposit		9135	0.00		
f) Other		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY (G10 + H2) - (I6 + J2)					
			0.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	1,000.00	1,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,000.00	1,000.00	0.0%
TOTAL, REVENUES			1,000.00	1,000.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,000.00	1,000.00	0.0%
5) TOTAL, REVENUES			1,000.00	1,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Excepl 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,000.00	1,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,000.00	1,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	41,569.90	42,569.90	2.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			41,569.90	42,569.90	2.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			41,569.90	42,569.90	2.4%
2) Ending Balance, June 30 (E + F1e)			42,569.90	43,569.90	2.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	42,569.90	43,569.90	2.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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



TIPTON ELEMENTARY SCHOOL DISTRICT

BUILDING FUND

2024-2025 Budget Adoption
As of June 4th, 2024

Fund # 21

This fund exists primarily to account separately for proceeds from the sale of bonds and may not be used for any purposes other than those for which the bonds were issued. Other authorized revenues to the Building Fund (Fund 21) are proceeds from the sale or lease-with-option-to-purchase of real property and revenue from rentals and leases of real property specifically authorized for deposit into the fund by the governing board.

Principle revenues and other sources in this fund are:

Rentals and leases

Interest

Proceeds from the Sale of Bonds (Current Year and/or Prior Years).

Proceeds from the Sale/Lease-Purchase of Land and Buildings (when applicable).

Currently this fund is not in use.

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources					
2) Federal Revenue		8010-8099	0.00	0.00	0.0%
3) Other State Revenue		8100-8299	0.00	0.00	0.0%
4) Other Local Revenue		8300-8599	0.00	0.00	0.0%
5) TOTAL, REVENUES		8600-8799	15.00	15.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries					
2) Classified Salaries		1000-1999	0.00	0.00	0.0%
3) Employee Benefits		2000-2999	0.00	0.00	0.0%
4) Books and Supplies		3000-3999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		4000-4999	0.00	0.00	0.0%
6) Capital Outlay		5000-5999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		6000-6999	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7100-7299, 7400-7499	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES		7300-7399	0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			15.00	15.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In					
b) Transfers Out		8900-8929	0.00	0.00	0.0%
2) Other Sources/Uses		7600-7629	0.00	0.00	0.0%
a) Sources					
b) Uses		8330-8979	0.00	0.00	0.0%
3) Contributions		7630-7699	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES		8980-8999	0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
b) Audit Adjustments		9791	583.93	598.93	2.6%
c) As of July 1 - Audited (F1a + F1b)		9793	0.00	0.00	0.0%
d) Other Restatements			583.93	598.93	2.6%
e) Adjusted Beginning Balance (F1c + F1d)		9755	0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			583.93	598.93	2.6%
Components of Ending Fund Balance			598.93	613.93	2.5%
a) Nonspendable					
Revolving Cash					
Stores		9711	0.00	0.00	0.0%
Prepaid Items		9712	0.00	0.00	0.0%
All Others		9713	0.00	0.00	0.0%
b) Restricted		9719	0.00	0.00	0.0%
c) Committed		9740	598.93	613.93	2.5%
Stabilization Arrangements					
Other Commitments		9750	0.00	0.00	0.0%
d) Assigned		9760	0.00	0.00	0.0%
Other Assignments					
e) Unassigned/Unappropriated		9780	0.00	0.00	0.0%
Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9789	0.00	0.00	0.0%
		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
b) in Banks		9111	0.00		
c) in Revolving Cash Account		9120	0.00		
d) with Fiscal Agent/Trustee		9130	0.00		
e) Collections Awaiting Deposit		9135	0.00		
		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources					
2) TOTAL, DEFERRED OUTFLOWS		9490	0.00		
I. LIABILITIES					
1) Accounts Payable					
2) Due to Grantor Governments		9500	0.00		
3) Due to Other Funds		9590	0.00		
4) Current Loans		9610	0.00		
5) Unearned Revenue		9640	0.00		
6) TOTAL, LIABILITIES		9650	0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources					
2) TOTAL, DEFERRED INFLOWS		9690	0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA					
All Other Federal Revenue		8281	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE		8290	0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions					
Other Subventions/In-Lieu Taxes		8575	0.00	0.00	0.0%
All Other State Revenue		8576	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE		8590	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					
Other		8621	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8622	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8625	0.00	0.00	0.0%
Sales		8629	0.00	0.00	0.0%
Sale of Equipment/Supplies					
Leases and Rentals		8631	0.00	0.00	0.0%
Interest		8650	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8660	15.00	15.00	0.0%
Other Local Revenue		8662	0.00	0.00	0.0%
All Other Local Revenue		9699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			15.00	15.00	0.0%
TOTAL, REVENUES			15.00	15.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		5100	0.00	0.00	0.0%
Land Improvements		5170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					

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

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	15.00	15.00	0.0%
5) TOTAL, REVENUES			15.00	15.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			15.00	15.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			15.00	15.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	583.93	598.93	2.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			583.93	598.93	2.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			583.93	598.93	2.6%
2) Ending Balance, June 30 (E + F1e)			598.93	613.93	2.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	598.93	613.93	2.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24	2024-25
		Estimated Actuals	Budget
9010	Other Restricted Local	598.93	613.93
Total, Restricted Balance		598.93	613.93



TIPTON ELEMENTARY SCHOOL DISTRICT

CAPITAL FACILITIES FUND

2024-2025 Budget Adoption
As of June 4th, 2024

Fund # 25

This fund is used primarily to account separately for moneys received from fees levied on developers or other agencies as a condition of approving a development. The authority for these levies may be county/city ordinances or private agreements between the LEA and the developer. Interest earned in the Capital Facilities Fund (Fund 25) is restricted to that fund.

Principle revenues in this fund are the following:

Interest

Mitigation/Developer Fees

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,500.00	1,000.00	-71.4%
5) TOTAL, REVENUES			3,500.00	1,000.00	-71.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,500.00	1,000.00	-71.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8800-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,500.00	1,000.00	-71.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	32,860.96	36,360.96	10.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			32,860.96	36,360.96	10.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			32,860.96	36,360.96	10.7%
2) Ending Balance, June 30 (E + F1e)			36,360.96	37,360.96	2.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	36,360.96	37,360.96	2.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	1,000.00	1,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	2,500.00	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			3,500.00	1,000.00	-71.4%
TOTAL, REVENUES			3,500.00	1,000.00	-71.4%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					

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

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,500.00	1,000.00	-71.4%
5) TOTAL, REVENUES			3,500.00	1,000.00	-71.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			3,500.00	1,000.00	-71.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,500.00	1,000.00	-71.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	32,860.96	36,360.96	10.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			32,860.96	36,360.96	10.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			32,860.96	36,360.96	10.7%
2) Ending Balance, June 30 (E + F1e)			36,360.96	37,360.96	2.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	36,360.96	37,360.96	2.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24	2024-25
		Estimated Actuals	Budget
9010	Other Restricted Local	36,360.96	37,360.96
Total, Restricted Balance		36,360.96	37,360.96



TIPTON ELEMENTARY SCHOOL DISTRICT

COUNTY SCHOOL FACILITIES FUND

2024-2025 Budget Adoption

As of June 4th, 2024

Fund # 35

This fund is established pursuant to Education Code Section 17070.43 to receive apportionments from the 1998 State School Facilities Fund (Proposition 1A), the 2002 State School Facilities Fund (Proposition 47), the 2004 State School Facilities Fund (Proposition 55), or the 2006 State School Facilities Fund (Proposition 1D) authorized by the State Allocation Board for new school facility construction, modernization projects, and facility hardship grants, as provided in the Leroy F. Greene School Facilities Act of 1998 (Education Code Section 17070.10 et seq.).

The principal revenues and other sources in this fund are:

- School Facilities Apportionments
- Interest
- Interfund Transfers In

Funding provided by the State Allocation Board for reconstruction of facilities after disasters such as flooding may be deposited to Fund 35. Typical expenditures in this fund are payments for the costs of sites, site improvements, buildings, building improvements, and furniture and fixtures capitalized as a part of the construction project.

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources					
2) Federal Revenue		8010-8099	0.00	0.00	0.0%
3) Other State Revenue		8100-8299	0.00	0.00	0.0%
4) Other Local Revenue		8300-8599	1,667,402.00	0.00	-100.0%
5) TOTAL, REVENUES		8600-8799	9,001.00	14,001.00	55.5%
B. EXPENDITURES					
1) Certificated Salaries					
2) Classified Salaries		1000-1999	0.00	0.00	-0.0%
3) Employee Benefits		2000-2999	0.00	0.00	0.0%
4) Books and Supplies		3000-3999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		4000-4999	0.00	0.00	0.0%
6) Capital Outlay		5000-5999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		6000-6999	100,000.00	0.00	-100.0%
		7100-7299,			
		7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			100,000.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,576,403.00	14,001.00	-99.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In					
b) Transfers Out		8900-8929	0.00	0.00	0.0%
2) Other Sources/Uses		7600-7629	0.00	0.00	0.0%
a) Sources					
b) Uses		8930-8979	0.00	0.00	0.0%
3) Contributions		7630-7699	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES		8980-8999	0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,576,403.00	14,001.00	-99.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited			316,098.34	1,892,501.34	498.7%
b) Audit Adjustments		9791	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)		9793	316,098.34	1,892,501.34	498.7%
d) Other Restatements					
e) Adjusted Beginning Balance (F1c + F1d)		9795	0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			316,098.34	1,892,501.34	498.7%
Components of Ending Fund Balance			1,892,501.34	1,906,502.34	0.7%
a) Nonspendable					
Revolving Cash					
Stores		9711	0.00	0.00	0.0%
Prepaid Items		9712	0.00	0.00	0.0%
All Others		9713	0.00	0.00	0.0%
b) Restricted		9719	0.00	0.00	0.0%
c) Committed		9740	1,892,501.34	1,906,502.34	0.7%
Stabilization Arrangements					
Other Commitments		9750	0.00	0.00	0.0%
d) Assigned		9760	0.00	0.00	0.0%
Other Assignments					
e) Unassigned/Unappropriated		9780	0.00	0.00	0.0%
Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9789	0.00	0.00	0.0%
		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
b) in Banks		9111	0.00		
c) in Revolving Cash Account		9120	0.00		
d) with Fiscal Agent/Trustee		9130	0.00		
e) Collections Awaiting Deposit		9135	0.00		
		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	1,667,402.00	0.00	-100.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			1,667,402.00	0.00	-100.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	9,001.00	14,001.00	55.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			9,001.00	14,001.00	55.5%
TOTAL, REVENUES			1,676,403.00	14,001.00	-99.2%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	100,000.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			100,000.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			100,000.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%

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

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,667,402.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	9,001.00	14,001.00	55.5%
5) TOTAL, REVENUES			1,676,403.00	14,001.00	-99.2%
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		100,000.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			100,000.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,576,403.00	14,001.00	-99.1%
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)			1,576,403.00	14,001.00	-99.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	316,098.34	1,892,501.34	498.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			316,098.34	1,892,501.34	498.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			316,098.34	1,892,501.34	498.7%
2) Ending Balance, June 30 (E + F1e)			1,892,501.34	1,906,502.34	0.7%
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	1,892,501.34	1,906,502.34	0.7%
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)		9760	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
7710	State School Facilities Projects	2,998.24	16,999.24
7810	Other Restricted State	1,889,503.10	1,889,503.10
Total, Restricted Balance		1,892,501.34	1,906,502.34



TIPTON ELEMENTARY SCHOOL DISTRICT

BOND INTEREST AND REDEMPTION FUND

2024-2025 Budget Adoption

As of June 4th, 2024

Fund # 51

This Fund is strictly in use by the Tulare County Office of Education, Tulare County Controllers and Tulare County Treasurer. This is the ins/outs of our Bond Sales and Proceeds.

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	165,650.00	170,650.00	3.0%
5) TOTAL, REVENUES			165,650.00	170,650.00	3.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	165,650.00	170,650.00	3.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			165,650.00	170,650.00	3.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	435,607.02	435,607.02	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			435,607.02	435,607.02	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			435,607.02	435,607.02	0.0%
2) Ending Balance, June 30 (E + F1e)			435,607.02	435,607.02	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%
Total		9740	435,607.02	435,607.02	0.0%
b) Restricted					
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					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
		9111	0.00		
		9120	0.00		
b) in Banks					
c) in Revolving Cash Account					
d) with Fiscal Agent/Trustee					
e) Collections Awaiting Deposit					
		9130	0.00		
		9135	0.00		
		9140	0.00		

Budget, July 1
Bond Interest and Redemption Fund
Expenditures by Object

54 72215 0000000
Form 51
F8B3N7W8FG(2024-25)

Tipton Elementary
Tulare County

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	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					
Voted Indebtedness Levies					
Secured Roll		8611	165,650.00	170,650.00	3.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			165,650.00	170,650.00	3.0%
TOTAL, REVENUES			165,650.00	170,650.00	3.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	65,000.00	70,000.00	7.7%
Bond Interest and Other Service Charges		7434	100,650.00	100,650.00	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)			165,650.00	170,650.00	3.0%
TOTAL, EXPENDITURES			165,650.00	170,650.00	3.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%

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

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources					
2) Federal Revenue		8010-8099	0.00	0.00	0.0%
3) Other State Revenue		8100-8299	0.00	0.00	0.0%
4) Other Local Revenue		8300-8599	0.00	0.00	0.0%
5) TOTAL, REVENUES		8600-8799	165,650.00	170,650.00	3.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction					
2) Instruction - Related Services	1000-1999		0.00	0.00	0.0%
3) Pupil Services	2000-2999		0.00	0.00	0.0%
4) Ancillary Services	3000-3999		0.00	0.00	0.0%
5) Community Services	4000-4999		0.00	0.00	0.0%
6) Enterprise	5000-5999		0.00	0.00	0.0%
7) General Administration	6000-6999		0.00	0.00	0.0%
8) Plant Services	7000-7999		0.00	0.00	0.0%
9) Other Outgo	8000-8999		0.00	0.00	0.0%
10) TOTAL, EXPENDITURES	9000-9999	Except 7600-7699	165,650.00	170,650.00	3.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)					
			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In					
b) Transfers Out		8900-8929	0.00	0.00	0.0%
2) Other Sources/Uses		7600-7629	0.00	0.00	0.0%
a) Sources					
b) Uses		8930-8979	0.00	0.00	0.0%
3) Contributions		7630-7699	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES		8980-8999	0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)					
			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
b) Audit Adjustments		9791	435,607.02	435,607.02	0.0%
c) As of July 1 - Audited (F1a + F1b)		9793	0.00	0.00	0.0%
d) Other Restatements			435,607.02	435,607.02	0.0%
e) Adjusted Beginning Balance (F1c + F1d)		9795	0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			435,607.02	435,607.02	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
Stores		9711	0.00	0.00	0.0%
Prepaid Items		9712	0.00	0.00	0.0%
All Others		9713	0.00	0.00	0.0%
b) Restricted		9719	0.00	0.00	0.0%
c) Committed		9740	435,607.02	435,607.02	0.0%
Stabilization Arrangements					
Other Commitments (by Resource/Object)		9750	0.00	0.00	0.0%
d) Assigned		9760	0.00	0.00	0.0%
Other Assignments (by Resource/Object)					
e) Unassigned/Unappropriated		9780	0.00	0.00	0.0%
Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9789	0.00	0.00	0.0%
		9790	0.00	0.00	0.0%

	Resource	Description	2023-24	2024-25
			Estimated Actuals	Budget
Total, Restricted Balance	9010	Other Restricted Local	435,607.02	435,607.02
			435,607.02	435,607.02



TIPTON ELEMENTARY SCHOOL DISTRICT

2024-2025 Budget Adoption
As of June 4th, 2024

SUPPLEMENTAL FORMS

CEA – Current Expense Formula

ESMOE - Every Student Succeeds Act MOE

IDR – Indirect Cost Rate

L – Lottery

SIAA/SIAB – Summary of Inter-fund Activities

C&S – Criteria and Standards

Cash Flow

Other forms as needed

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

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	3,682,653.00	301	0.00	303	3,682,653.00	305	14,280.00		307	3,668,373.00	309
2000 - Classified Salaries	1,579,093.00	311	20,545.00	313	1,558,548.00	315	233,929.00		317	1,324,619.00	319
3000 - Employee Benefits	2,794,095.00	321	20,974.00	323	2,773,121.00	325	143,183.00		327	2,629,938.00	329
4000 - Books, Supplies Equip Replace. (6500)	800,394.00	331	21,500.00	333	778,894.00	335	123,029.00		337	655,865.00	339
5000 - Services . & 7300 - Indirect Costs	1,091,879.00	341	3,400.00	343	1,088,479.00	345	40,500.00		347	1,047,979.00	349
TOTAL					9,881,695.00	365			TOTAL	9,326,774.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011.	1100	375
2. Salaries of Instructional Aides Per EC 41011.	2100	380
3. STRS.	3101 & 3102	382
4. PERS.	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	385
7. Unemployment Insurance.	3501 & 3502	390
8. Workers' Compensation Insurance.	3601 & 3602	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	393
10. Other Benefits (EC 22310).	3901 & 3902	393

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).....	5,842,369.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.....	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).....	183,310.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.....		396
14. TOTAL SALARIES AND BENEFITS.....	5,659,059.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.....	60.68%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374, (If exempt, enter 'X').....		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high).....	60.00%
2. Percentage spent by this district (Part II, Line 15).....	60.68%
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).....	9,326,774.00
5. Deficiency Amount (Part III, Line 3 times Line 4).....	0.00

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

Section I - Expenditures	Funds 01, 09, and 62			2023-24 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	11,390,065.61
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	1,286,040.18
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	280,968.11
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	177,561.68
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00

<p>9. Supplemental expenditures made as a result of a Presidentially declared disaster</p>	<p>Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.</p>			
<p>10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)</p>				<p>458,529.79</p>
<p>D. Plus additional MOE expenditures:</p> <p>1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)</p>	<p>All</p>	<p>All</p>	<p>1000-7143, 7300-7439 minus 8000-8699</p>	<p>76,472.00</p>
<p>2. Expenditures to cover deficits for student body activities</p>	<p>Manually entered. Must not include expenditures in lines A or D1.</p>			
<p>E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)</p>				<p>9,721,967.64</p>
<p>Section II - Expenditures Per ADA</p>				<p>2023-24 Annual ADA/Exps. Per ADA</p>
<p>A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)</p>				<p>470.94</p>
<p>B. Expenditures per ADA (Line I,E divided by Line II,A)</p>				<p>20,643.75</p>

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	7,396,601.61	15,075.41
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	7,396,601.61	15,075.41
B. Required effort (Line A.2 times 90%)	6,656,941.45	13,567.87
C. Current year expenditures (Line I.E and Line II.B)	9,721,967.64	20,643.75
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00

<p>E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)</p>	MOE Met	
<p>F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2025-26 may be reduced by the lower of the two percentages)</p>	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)

Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 209,266.00
- 2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 7,843,907.03

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) 2.67%

Part II - Adjustments for Employment Separation Costs

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

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

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

A. Normal Separation Costs (optional)

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

B. Abnormal or Mass Separation Costs (required)

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

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

A. Indirect Costs

- 1. Other General Administration, less portion charged to restricted resources or specific goals
(Functions 7200-7600, objects 1000-5999, minus Line B9) 411,780.00
- 2. Centralized Data Processing, less portion charged to restricted resources or specific goals
(Function 7700, objects 1000-5999, minus Line B10) 0.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	26,112.90
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	437,892.90
9. Carry-Forward Adjustment (Part IV, Line F)	0.00
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	437,892.90
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	6,588,351.28
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	914,472.82
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	559,569.08
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	131,557.93
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)	386,153.80
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	31,000.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	4,695.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	951,898.42
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	448,054.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	10,015,752.33
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)	4.37%
D. Preliminary Proposed Indirect Cost Rate (For final approved fixed-with-carry-forward rate for use in 2025-26 see www.cde.ca.gov/fg/ac/ic) (Line A10 divided by Line B19)	4.37%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.		
Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.		
A. Indirect costs incurred in the current year (Part III, Line A8)		437,892.90
B. Carry-forward adjustment from prior year(s)		
1. Carry-forward adjustment from the second prior year		36,066.12
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 (5.09%) times Part III, Line B19); zero if negative		0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (5.09%) times Part III, Line B19) or (the highest rate used to recover costs from any program (5.45%) times Part III, Line B19); zero if positive		0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)		0.00
E. Optional allocation of negative carry-forward adjustment over more than one year		
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.		
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:		not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:		not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:		not applicable
LEA request for Option 1, Option 2, or Option 3		1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)		0.00

Approved indirect cost rate: 5.09%
Highest rate used in any program: 5.45%
Note: In one or more resources, the rate used is greater than the approved rate.

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	564,825.00	17,447.00	3.09%
01	3010	296,007.24	2,027.41	0.68%
13	5310	448,054.00	24,418.00	5.45%

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

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	670,932.30		179,733.14	850,665.44
2. State Lottery Revenue	8560	82,949.00		33,742.00	116,691.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Raorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		753,881.30	0.00	213,475.14	967,356.44
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	30,000.00		27,000.00	57,000.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	1,000.00			1,000.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			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)		31,000.00	0.00	27,000.00	58,000.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	722,881.30	0.00	186,475.14	909,356.44
D. COMMENTS:					

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

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

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

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(24,418.00)				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	24,418.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		

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

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00		0.00		
Other Sources/Uses Detail							0.00	0.00
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail					0.00	0.00		
Other Sources/Uses Detail							0.00	0.00
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							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								

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

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

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

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	24,418.00	(24,418.00)	0.00	0.00	0.00	0.00

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

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(24,418.00)				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	24,418.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

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

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

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

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	24,418.00	(24,418.00)	0.00	0.00		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multi-year commitments (including cost-of-living adjustments).
Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

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

	Percentage Level	District ADA
	3.0%	0 to 300
	2.0%	301 to 1,000
	1.0%	1,001 and over
District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	453.64	
District's ADA Standard Percentage Level:	2.0%	

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2021-22)				
District Regular	521	521		
Charter School				
Total ADA	521	521	N/A	Met
Second Prior Year (2022-23)				
District Regular	512	519		
Charter School				
Total ADA	512	519	N/A	Met
First Prior Year (2023-24)				
District Regular	508	507		
Charter School		0		
Total ADA	508	507	0.1%	Met
Budget Year (2024-25)				
District Regular	490			
Charter School	0			
Total ADA	490			

1B. Comparison of District ADA to the Standard

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

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

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

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

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

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

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

Fiscal Year	Enrollment		Enrollment Variance Level (if Budget is greater than Actual, else N/A)	Status
	Budget	CALPADS Actual		
Third Prior Year (2021-22)				
District Regular	527	536		
Charter School				
Total Enrollment	527	536	N/A	Met
Second Prior Year (2022-23)				
District Regular	531	519		
Charter School				
Total Enrollment	531	519	2.3%	Not Met
First Prior Year (2023-24)				
District Regular	509	501		
Charter School				
Total Enrollment	509	501	1.6%	Met
Budget Year (2024-25)				
District Regular	491			
Charter School				
Total Enrollment	491			

2B. Comparison of District Enrollment to the Standard

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

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

District used 21-22 actual enrollment for 22-23 as an enrollment projection. Actual enrollment for 22-23 was lower than projected.

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2021-22)			
District Regular	493	536	
Charter School		0	
Total ADA/Enrollment	493	536	91.9%
Second Prior Year (2022-23)			
District Regular	485	519	
Charter School	0		
Total ADA/Enrollment	485	519	93.5%
First Prior Year (2023-24)			
District Regular	469	501	
Charter School			
Total ADA/Enrollment	469	501	93.5%
		Historical Average Ratio:	93.0%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	93.5%

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

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

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2024-25)				
District Regular	454	491		
Charter School	0			
Total ADA/Enrollment	454	491	92.4%	Met
1st Subsequent Year (2025-26)				
District Regular	439	481		
Charter School				
Total ADA/Enrollment	439	481	91.2%	Met
2nd Subsequent Year (2026-27)				
District Regular	424	471		
Charter School				
Total ADA/Enrollment	424	471	89.9%	Met

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

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

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA), plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA, plus or minus one percent.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

- LCFF Revenue
- Basic Aid
- Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Projected LCFF Revenue

	Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	509.76	492.18	471.53	455.94
b. Prior Year ADA (Funded)		509.76	492.18	471.53
c. Difference (Step 1a minus Step 1b)		(17.58)	(20.65)	(15.59)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(3.45%)	(4.20%)	(3.31%)
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		7,931,824.00	7,783,926.00	7,708,515.00
b1. COLA percentage		1.07%	2.93%	3.08%
b2. COLA amount (proxy for purposes of this criterion)		84,870.52	228,069.03	237,422.26
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		1.07%	2.93%	3.08%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)				
		(2.38%)	(1.27%)	(.23%)
LCFF Revenue Standard (Step 3, plus/minus 1%):		-3.38% to -1.38%	-2.27% to -0.27%	-1.23% to 0.77%

4A2. Alternate LCFF Revenue Standard - Basic Aid

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

Basic Aid District Projected LCFF Revenue

	Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	960,859.00	960,859.00	960,859.00	960,859.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	7,931,824.00	7,783,926.00	7,709,515.00	7,709,640.00
District's Projected Change in LCFF Revenue:		(1.86%)	(.97%)	.01%
LCFF Revenue Standard		-3.38% to -1.38%	-2.27% to -0.27%	-1.23% to 0.77%
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

- 1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2021-22)	4,217,682.16	4,987,673.20	84.6%
Second Prior Year (2022-23)	5,014,898.33	5,977,155.64	83.9%
First Prior Year (2023-24)	6,258,899.80	7,580,038.15	82.6%
	Historical Average Ratio:		83.7%

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	4.0%	4.0%	4.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	79.7% to 87.7%	79.7% to 87.7%	79.7% to 87.7%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form MYP, Lines B1-B8, B10)		
Budget Year (2024-25)	6,270,286.00	7,601,343.00	82.5%	Met
1st Subsequent Year (2025-26)	6,519,429.00	7,796,226.00	83.6%	Met
2nd Subsequent Year (2026-27)	6,774,471.00	8,087,561.00	83.8%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

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

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	(2.38%)	(1.27%)	(.23%)
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-12.38% to 7.62%	-11.27% to 8.73%	-10.23% to 9.77%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-7.38% to 2.62%	-6.27% to 3.73%	-5.23% to 4.77%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

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

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2023-24)	1,261,085.52		
Budget Year (2024-25)	425,365.00	(66.27%)	Yes
1st Subsequent Year (2025-26)	425,365.00	0.00%	No
2nd Subsequent Year (2026-27)	425,365.00	0.00%	No

Explanation:
(required if Yes)

In 24-25 there is a reduction in restricted one-time funding.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2023-24)	2,242,989.00		
Budget Year (2024-25)	1,785,838.00	(20.38%)	Yes
1st Subsequent Year (2025-26)	1,676,654.00	(6.11%)	No
2nd Subsequent Year (2026-27)	1,673,905.00	(.16%)	No

Explanation:
(required if Yes)

In 24-25 there is a reduction in restricted one-time funding.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2023-24)	400,302.00		
Budget Year (2024-25)	254,950.00	(36.31%)	Yes
1st Subsequent Year (2025-26)	254,950.00	0.00%	No
2nd Subsequent Year (2026-27)	254,950.00	0.00%	No

Explanation:
(required if Yes)

In 24-25 there is a reduction in restricted one-time funding.

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

First Prior Year (2023-24)	815,664.02		
Budget Year (2024-25)	799,894.00	(1.93%)	No
1st Subsequent Year (2025-26)	701,236.00	(12.33%)	Yes
2nd Subsequent Year (2026-27)	546,885.00	(22.01%)	Yes

Explanation:
(required if Yes)

District budgeted for one-time expenses in 24-25 and updated projected years to reflect spending plan.

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

First Prior Year (2023-24)	1,318,674.09		
Budget Year (2024-25)	1,116,297.00	(15.35%)	Yes
1st Subsequent Year (2025-26)	1,147,435.00	2.79%	No
2nd Subsequent Year (2026-27)	1,177,530.00	2.62%	No

Explanation:
(required if Yes)

District budgeted for one-time expenses in 23-24 and updated projected years to reflect spending plan.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
----------------------------	--------	--------------------------------------	--------

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

First Prior Year (2023-24)	3,904,376.52		
Budget Year (2024-25)	2,466,153.00	(36.84%)	Not Met
1st Subsequent Year (2025-26)	2,356,969.00	(4.43%)	Met
2nd Subsequent Year (2026-27)	2,354,220.00	(.12%)	Met

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

First Prior Year (2023-24)	2,134,338.11		
Budget Year (2024-25)	1,916,191.00	(10.22%)	Met
1st Subsequent Year (2025-26)	1,848,671.00	(3.52%)	Met
2nd Subsequent Year (2026-27)	1,724,415.00	(6.72%)	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

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

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

In 24-25 there is a reduction in restricted one-time funding.

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

In 24-25 there is a reduction in restricted one-time funding.

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

In 24-25 there is a reduction in restricted one-time funding.

- 1b. STANDARD MET - Projected total operating expenditures have not changed by more than the standard for the budget and two subsequent fiscal years.

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

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

7. **CRITERION: Facilities Maintenance**

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

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

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

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

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

Yes

b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)

10,206,765.00

b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

3% Required
Minimum Contribution
(Line 2c times 3%)

Budgeted Contribution¹
to the Ongoing and Major
Maintenance Account

c. Net Budgeted Expenditures and Other Financing Uses

10,206,765.00	306,202.95	348,277.00	Met
---------------	------------	------------	-----

¹ Fund 01, Resource 8150, Objects 8900-8999

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

- Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- Other (explanation must be provided)

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

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

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

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2021-22)	Second Prior Year (2022-23)	First Prior Year (2023-24)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	0.00	358,633.28	0.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	4,920,894.43	5,508,666.46	5,614,033.59
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	4,920,894.43	5,867,299.74	5,614,033.59
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	7,980,433.94	9,590,164.43	11,390,065.61
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	7,980,433.94	9,590,164.43	11,390,065.61
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	61.7%	61.2%	49.3%
District's Deficit Spending Standard Percentage Levels			
(Line 3 times 1/3):			
	20.6%	20.4%	16.4%

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

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

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000- 7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2021-22)	894,409.25	4,987,673.20	N/A	Met
Second Prior Year (2022-23)	946,885.31	5,977,155.64	N/A	Met
First Prior Year (2023-24)	(255,766.15)	7,560,038.15	3.4%	Met
Budget Year (2024-25) (Information only)	(428,388.00)	7,601,343.00		

8C. Comparison of District Deficit Spending to the Standard

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

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

9. CRITERION: Fund and Cash Balances

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

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

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

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

District's Fund Balance Standard Percentage Level:

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

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

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2021-22)	3,266,957.34	4,029,985.18	N/A	Met
Second Prior Year (2022-23)	3,995,528.48	4,922,914.43	N/A	Met
First Prior Year (2023-24)	5,322,672.83	5,869,799.74	N/A	Met
Budget Year (2024-25) (Information only)	5,614,033.59			

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

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

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

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

Explanation:
(required if NOT met)

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

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

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

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)		Status
Current Year (2024-25)	<input type="text" value="10,543,509.45"/>		Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

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

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

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

Percentage Level	District ADA
5% or \$87,000 (greater of)	0 to 300
4% or \$87,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and over

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

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4, Subsequent Years, Form MYP, Line F2, if available.)	454	439	424
District's Reserve Standard Percentage Level:	4%	4%	4%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted. For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

- Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
- If you are the SELPA AU and are excluding special education pass-through funds:
 - Enter the name(s) of the SELPA(s):

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

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

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	10,496,842.00	10,468,093.00	10,658,948.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	10,496,842.00	10,468,093.00	10,658,948.00
4. Reserve Standard Percentage Level	4%	4%	4%
5. Reserve Standard - by Percent (Line B3 times Line B4)	419,873.68	418,723.72	426,357.92
6. Reserve Standard - by Amount			

7.	(\$87,000 for districts with 0 to 1,000 ADA, else 0) District's Reserve Standard (Greater of Line B5 or Line B6)	87,000.00	87,000.00	87,000.00
		419,873.68	418,723.72	426,357.92

10C. Calculating the District's Budgeted Reserve Amount

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

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	0.00		
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	5,185,645.59	4,454,046.59	3,392,337.59
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	5,185,645.59	4,454,046.59	3,392,337.59
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	49.40%	42.55%	31.83%
District's Reserve Standard (Section 10B, Line 7):	419,873.68	418,723.72	426,357.92
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

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

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

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

S1. Contingent Liabilities

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

No

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

S2. Use of One-time Revenues for Ongoing Expenditures

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

No

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

S3. Use of Ongoing Revenues for One-time Expenditures

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

No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

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

No

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

S5. Contributions

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

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

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

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

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

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

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2023-24)	(938,853.00)			
Budget Year (2024-25)	(939,172.00)	319.00	0.0%	Met
1st Subsequent Year (2025-26)	(969,368.00)	30,196.00	3.2%	Met
2nd Subsequent Year (2026-27)	(1,006,555.00)	37,187.00	3.8%	Met
1b. Transfers In, General Fund *				
First Prior Year (2023-24)	0.00			
Budget Year (2024-25)	0.00	0.00	0.0%	Met
1st Subsequent Year (2025-26)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2026-27)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2023-24)	0.00			
Budget Year (2024-25)	0.00	0.00	0.0%	Met
1st Subsequent Year (2025-26)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2026-27)	0.00	0.00	0.0%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the general fund operational budget?

No

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

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

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

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

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

Project Information:
(required if YES)

S6. Long-term Commitments

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

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

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

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

- Does your district have long-term (multiyear) commitments?
(If No, skip item 2 and Sections S6B and S6C)

No

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

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2024
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases	14	010-99900-0-0000-89800	010-99900-0000-9100-74380/74390	1,249,305
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

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

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2024
QZAB	8	010-99901-0-0000-89800	010-99901-0-0000-9100-74380/74390	843,638
TOTAL:				2,092,943

Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2023-24)	(2024-25)	(2025-26)	(2026-27)
	Annual Payment	Annual Payment	Annual Payment	Annual Payment
	(P & I)	(P & I)	(P & I)	(P & I)
Leases	89,613	89,385	89,394	89,429
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
QZAB	88,000	104,746	121,494	121,482
Total Annual Payments:	177,613	194,131	210,888	210,921
Has total annual payment increased over prior year (2023-24)?	Yes	Yes	Yes	Yes

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

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the Increase in annual payments will be funded.

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

Payments will be funded with contributions from unrestricted general fund.

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

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

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

N/A

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

Explanation:
(required if Yes)

S7. Unfunded Liabilities

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

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

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

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

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

No

2 For the district's OPEB:

a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

No

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

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

Pay-as-you-go

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

Self-Insurance Fund	Governmental Fund
0	0

4 OPEB Liabilities

a. Total OPEB liability

722,770.00

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

109,422.00

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

613,348.00

d. Is total OPEB liability based on the district's estimate or an actuarial valuation?

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

6/30/2022

5 OPEB Contributions

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

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
31,236.00	31,792.00	32,410.00
31,236.00	31,792.00	32,410.00
3.00	3.00	3.00

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

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

d. Number of retirees receiving OPEB benefits

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

--

3 Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
- b. Unfunded liability for self-insurance programs

4 Self-Insurance Contributions

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

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

58. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

58A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

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

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of certificated (non-management) full-time - equivalent(FTE) positions	31	31	31	31

Certificated (Non-management) Salary and Benefit Negotiations

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

No

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

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

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

District is currently negotiating a salary increase for 24-25

Negotiations Settled

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

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

If Yes, date of Superintendent and CBO certification:

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

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date: _____ End Date: _____

5. Salary settlement:

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

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

--	--	--

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

--	--	--

or

Multiyear Agreement

Total cost of salary settlement

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

--	--	--

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

**2024-25 Budget, July 1
General Fund
School District Criteria and Standards Review**

54 72215 000000
Form 01CS
F0B3N7W8FG(2024-25)

Tipton Elementary
Tulare County

Negotiations Not Settled

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

36755

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

7. Amount included for any tentative salary schedule increases

66215	67539	68890
-------	-------	-------

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

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

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

Yes	Yes	Yes
589955	607653	625883
100.0%	100.0%	100.0%
3.0%	3.0%	3.0%

Certificated (Non-management) Prior Year Settlements

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

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

If Yes, explain the nature of the new costs:

No		
----	--	--

--

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

Certificated (Non-management) Step and Column Adjustments

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

Yes	Yes	Yes
72208	73653	75126
2.0%	2.0%	2.0%

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

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

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

No	No	No
No	No	No

Certificated (Non-management) - Other

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

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

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

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of classified(non - management) FTE positions	41	40	40	40

Classified (Non-management) Salary and Benefit Negotiations

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

No

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

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

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

District is currently negotiating a salary increase for 24-25

Negotiations Settled

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

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

If Yes, date of Superintendent and CBO certification:

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

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date: _____ End Date: _____

5. Salary settlement:

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

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

One Year Agreement

Total cost of salary settlement
% change in salary schedule from prior year

--	--	--

or

Multiyear Agreement

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

--	--	--

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

--

Negotiations Not Settled

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

17937

7. Amount included for any tentative salary schedule increases

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
35874	36591	37323

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

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

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Yes	Yes	Yes
245622	252990	260580
100.0%	100.0%	100.0%
3.0%	3.0%	3.0%
No		

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?
If Yes, amount of new costs included in the budget and MYPs
If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments

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

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Yes	Yes	Yes
30885	31503	32133
2.0%	2.0%	2.0%

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

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

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
No	No	No
No	No	No

Classified (Non-management) - Other

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

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

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

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of management, supervisor, and confidential FTE positions	5	5	5	5

Management/Supervisor/Confidential Salary and Benefit Negotiations

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

N/A

If Yes, complete question 2.

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

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

Negotiations Settled

2. Salary settlement:

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

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

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Total cost of salary settlement			
% change in salary schedule from prior year			

Negotiations Not Settled

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

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Cost of a one percent increase in salary and statutory benefits			

4. Amount included for any tentative salary schedule increases

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Amount included for any tentative salary schedule increases			

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

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

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

Management/Supervisor/Confidential Step and Column Adjustments

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

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

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

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

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Are costs of other benefits included in the budget and MYPs?			
Total cost of other benefits			
Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.
DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?
2. Adoption date of the LCAP or an update to the LCAP.

Yes
Jun 11, 2024

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.
DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

ADDITIONAL FISCAL INDICATORS

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

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

No
No
Yes
No
No
Yes
No
No
No

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

Comments:
(optional)

End of School District Budget Criteria and Standards Review

6. **Public Input:**
 - 6.3 Correspondence
Department of California Highway Patrol

DEPARTMENT OF CALIFORNIA HIGHWAY PATROL

Central Division Motor Carrier Safety Unit
5435 E. Olive Avenue
Fresno, CA 93727
(559) 453-3130
(800) 735-2929 (TT/TDD)
(800) 735-2922 (Voice)



May 21, 2024

File No.: 411.12625.A13577.CA 53350.FCN 63440

Tipton Elementary School District
Stacey Bettencourt
P O Box 787
Tipton, CA 93272

Dear Ms. Bettencourt,

The California Highway Patrol Motor Carrier Safety Unit conducted an inspection of your Controlled Substance and Alcohol Testing Program on April 10, 2024. This inspection disclosed that your organization does not comply with applicable laws and regulations.

Enclosed is a copy of the inspection report. In the event your organization does not institute remedial action and comply with these requirements, it is the Department's intention to initiate a complaint through the District Attorney's Office. We trust you are aware of the seriousness of this matter and will take immediate corrective action. We also ask that a copy of this letter be read at the next meeting of the school district governing body.

Your prompt attention is greatly appreciated. If you have any questions about, or desire assistance in resolving this matter, I encourage you to contact Motor Carrier Specialist II Craig Bewley of my staff. He can be reached by calling (661) 396-6600.

Sincerely,

A handwritten signature in blue ink, appearing to read "E. R. Kunzler".

E. R. KUNZLER, Captain
Commander
Central Division Special Services

Enclosure
cc: S. Hickman, MCS I



7. **CONSENT CALENDAR: Action items:**
 - 7.1 Minutes of the Regular Board Meeting - May 7, 2024

TIPTON ELEMENTARY SCHOOL DISTRICT REGULAR BOARD MEETING MINUTES

Tuesday, May 7, 2024
7:00 p.m. District Board Room

1. CALL TO ORDER – FLAG SALUTE

Board President, Iva Sousa called the meeting to order at 7:00 pm and led the flag salute. Board Members present: Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha and Greg Rice. Guests: Miriam Martinez and George Watson

2. PUBLIC INPUT:

2.1 Community Relations/Citizen Comments

Mrs. Stacey Bettencourt introduced Miriam Martinez as the 2024-2025 District Secretary.

Mr. George Watson from Central Valley Compassion Coalition shared background information on the development of the organization. The organization would like to partner with the school in the future to help provide resources for students.

2.2 Reports by Employee Units CTA/CSEA

2.3 Correspondence - Review of Second Period Interim Report, 2023-2024

3. CONSENT CALENDAR: Action items:

3.1 Minutes of the Regular Board Meeting – April 2, 2024

3.2 Conference, Field Trip, Fund Raiser and Facilities Requests

3.3 Library Surplus

3.4 Agreement with TCOE for ERS Library Media Services for 2024-2025

3.5 Agreement with TCOE for External Business Services for 2024-2025

3.6 Contracted Services with Nancy Akhavan, Ed.D., Consultant for Support for English Learners and Writing for the 2024-2025 School Year

Motion to approve the consent calendar was made by Shelley Heeger and second by Greg Rice.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha, and Greg Rice

No – 0

Abstain –0

Absent – 0

4. ADMINISTRATIVE: Action items:

4.1 Acknowledgement/Acceptance of the Associated Teachers of Tipton’s Initial Proposal to the District Regarding Certificated Collective Bargaining Agreement

Negotiations, for the 2024-2025 School Year

Motion to approve Acknowledgement/Acceptance of the Associated Teachers of Tipton's Initial Proposal to the District Regarding Certificated Collective Bargaining Agreement Negotiations, for the 2024-2025 School Year was made by Greg Rice and second by John Cardoza.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha, and Greg Rice

No – 0

Abstain –0

Absent – 0

4.2 Adopt the District's Initial Proposal to Associated Teachers of Tipton Regarding Certificated Collective Bargaining Agreement Negotiations, for the 2024-2025 School Year

Motion to adopt the District's Initial Proposal to Associated Teachers of Tipton Regarding Certificated Collective Bargaining Agreement Negotiations, for the 2024-2025 School Year was made by Greg Rice and second by John Cardoza.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha, and Greg Rice

No – 0

Abstain –0

Absent – 0

4.3 San Joaquin Valley Unified Air Pollution Control District Public Benefit Grants Program Funding Agreement No. G-191901-A1, No. G-191904-A1, and No. G-191905-A1

Motion to approve San Joaquin Valley Unified Air Pollution Control District Public Benefit Grants Program Funding Agreement No. G-191901-A1, No. G-191904-A1, and No. G- 191905-A1 was made by Fernando Cunha and second by Greg Rice.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha, and Greg Rice

No – 0

Abstain –0

Absent – 0

4.4 Resolution # 2023-2024-07 In the Matter of Ordering Regular Governing Board Member Elections: Specifications of the Election Order

Motion to approve Resolution # 2023-2024-07 In the Matter of Ordering Regular Governing Board Member Elections: Specifications of the Election Order was made by John Cardoza and second by Greg Rice.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha, and Greg Rice
No – 0
Abstain –0
Absent – 0

4.5 Request for Additional days for Superintendent and Principal

Motion to approve additional days for Superintendent and Principal was made by Shelley Heeger and second by John Cardoza.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha, and Greg Rice

No – 0

Abstain –0

Absent – 0

4.6 Award of Bid – Bus Purchase

Recommend Award of Bid No. 2023-2024-01-Bus Purchase

Motion to approve and award Bid No. 2023-2024-01-Bus Purchase to Model 1 Commercial Vehicles, Inc. was made by Greg Rice and second by John Cardoza.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha, and Greg Rice

No – 0

Abstain –0

Absent – 0

4.7 Updated Safety Plan (A copy of the plan will be available at the board meeting)

Motion to approve the updated Safety Plan was made by Greg Rice and second by John Cardoza.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha, and Greg Rice

No – 0

Abstain –0

Absent – 0

5. FINANCE: Action items:

5.1 Vendor Payments

Motion to approve vendor payments was made by John Cardoza and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha, and Greg Rice

No – 0

Abstain –0

Absent – 0

6. INFORMATION: (Verbal Reports & Presentations)

6.1 MOT--FOOD SERVICE—PROJECTS

6.2 California Healthy Kids Survey

Mrs. Stacey Bettencourt shared the California Healthy Kids Survey results with the Board.

6.3 Quarterly Uniform Complaint Summary for Quarter 1 (January – March)

Mrs. Stacey Bettencourt shared with the Board that there were not any uniform complaints regarding textbooks and instructional materials, facilities, or teacher vacancy and misassignment.

6.4 Tipton School Drama Class

Complaint Department and The Dumbest Play Ever
May 7th and 8th at Encore Theatre
Doors will open at 5:45pm
Play starts at 6:30 pm
Full cabaret will be served

Mrs. Stacey Bettencourt shared with the Board that Ms. Lampe's Drama's class would be performing.

7. ANY OTHER BUSINESS:

7.1 Quarterly Board Policy - March 2024

Mrs. Stacey Bettencourt reviewed the March board policies for 2024.

7.2 Delete Board Policy BP 0470 COVID-19 Mitigation Plan

Mrs. Stacey Bettencourt informed the Board about deleting BP 0470 COVID –Mitigation Plan.

7.3 Consideration and Public Notice of the California School Employees Association's Initial Proposal to the District Regarding Classified Collective Bargaining Agreement Negotiations, for the 2024-2027 School Year

7.4 Consideration and Public Notice of the District's Initial Proposal to California School Employees Association Regarding Classified Collective Bargaining Agreement Negotiations, for the 2024-2027 School Year

8. ADJOURN TO CLOSED SESSION: 8:31 pm

9. RECONVENE TO OPEN SESSION 10:40 pm

10. REPORT OUT FROM CLOSED SESSION

8.1 Education Code 35146

Student transfers, inter District etc.

Motion to approve student #24-25022 request for inter District was made by Greg Rice and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha, and Greg Rice

No – 0

Abstain –0

Absent – 0

Motion to approve student #24-25023 request for inter District was made by Greg Rice and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha, and Greg Rice

No – 0

Abstain –0

Absent – 0

Motion to approve student #24-25024 request for inter District was made by Greg Rice and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha, and Greg Rice

No – 0

Abstain –0

Absent – 0

Motion to approve student #24-25025 request for inter District was made by Greg Rice and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha, and Greg Rice

No – 0

Abstain –0

Absent – 0

Motion to approve student #24-25026 request for inter District was made by Greg Rice and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha, and Greg Rice

No – 0

Abstain –0

Absent – 0

8.2 Government Code Section 54957.6

Conference with labor negotiators

Agency designated representatives: Superintendent

Employee Organization: CTA

- 8.3** Government Code Section 54957
Public Employee Performance Evaluation
Title: Superintendent

The board conducted the Superintendent's evaluation in closed session this evening and she received a satisfactory evaluation.

- 8.4** Government Code Section 54957
Public Employee Discipline/Dismissal/Release/Complaint

Motion to ratify employee #6580400935, a District Secretary's resignation effective May 7, 2024 and accepted by the Superintendent on March 15, 2024 was made by Greg Rice and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha, and Greg Rice

No – 0

Abstain –0

Absent – 0

11. ADJOURNMENT 10:42 pm

Minutes approved June 4, 2024

Iva Sousa, President

John Cardoza, Clerk

Stacey Bettencourt, Secretary

DISTRITO ESCOLAR PRIMARIA DE TIPTON

REUNIÓN ORDINARIA DE LA JUNTA

MINUTOS

martes, 7 de mayo de 2024

7:00 pm. Sala de juntas del distrito

1. **LLAME PARA ORDENAR – SALUDO A LA BANDERA**

La presidenta de la Junta Directiva, Iva Sousa, abrió la reunión a las 19:00 horas y encabezó la bandera.saludo. Miembros de la Junta presentes: Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice. Invitados: Miriam Martínez y George Watson

2. **COMENTARIOS DEL PÚBLICO:**

2.1 Relaciones comunitarias/comentarios de los ciudadanos

La Sra. Stacey Bettencourt presentó a Miriam Martínez como Secretaria del Distrito 2024-2025.

El Sr. George Watson de la Coalición de Compasión del Valle Central compartió información general sobre el desarrollo de la organización. A la organización le gustaría asociarse con la escuela en el futuro para ayudar a proporcionar recursos a los estudiantes.

2.2 Informes por Unidades de Empleados CTA/CSEA

2.3 Correspondencia - Revisión del informe provisional del segundo período, 2023-2024

3. **CALENDARIO DE CONSENTIMIENTO: Elementos de acción:**

3.1 Acta de la Reunión Ordinaria de Directorio – 2 de abril de 2024

3.2 Solicitudes de conferencias, excursiones, recaudación de fondos e instalaciones

3.3 Excedente de biblioteca

3.4 Acuerdo con TCOE para los servicios multimedia bibliotecarios de ERS para

2024-2025

- 3.5 Acuerdo con TCOE para Servicios Empresariales Externos para 2024-2025
- 3.6 Servicios contratados con Nancy Akhavan, Ed.D., consultora de soporte para inglés Estudiantes y escritura para el año escolar 2024-2025

Shelley Heeger hizo la moción para aprobar el calendario de consentimiento y la secundó Greg Rice.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No – 0

Abstenerse –0

Ausente – 0

4. **ADMINISTRATIVO: Elementos de acción:**

- 4.1 Reconocimiento/Aceptación de los Maestros Asociados de Tipton's Initial Propuesta al Distrito sobre Convenio de Negociación Colectiva Certificado Negociaciones, para el Año Escolar 2024-2025

Moción para aprobar el Reconocimiento/Aceptación de los Maestros Asociados de Propuesta inicial de Tipton al distrito con respecto a la negociación colectiva certificada Las negociaciones del acuerdo para el año escolar 2024-2025 fueron realizadas por Greg Rice y en segundo lugar por John Cardoza.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No – 0

Abstenerse –0

Ausente – 0

- 4.2 Adoptar la propuesta inicial del Distrito a los maestros asociados de Tipton con respecto a Negociaciones certificadas de convenios colectivos, para el Año Escolar 2024-2025

Moción para adoptar la propuesta inicial del Distrito a los maestros asociados de Tipton con respecto a las negociaciones de acuerdos de negociación colectiva certificados, para el El año escolar 2024-2025 fue realizado por Greg Rice y el segundo por John Cardoza.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No – 0

Abstenerse –0

Ausente – 0

4.3 Subvenciones de beneficio público del Distrito Unificado de Control de la Contaminación del Aire del Valle de San Joaquín

Convenio de Financiamiento del Programa No. G-191901-A1, No. G-191904-A1, y No. G-191905-A1

La moción para aprobar el Acuerdo de Financiamiento del Programa de Subvenciones de Beneficios Públicos del Distrito Unificado de Control de la Contaminación del Aire del Valle de San Joaquín No. G-191901-A1, No. G-191904-A1 y No. G-191905-A1 fue presentada por Fernando Cunha y segunda por Greg Arroz.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No – 0

Abstenerse –0

Ausente – 0

4.4 Resolución # 2023-2024-07 En Materia de Ordenamiento de Junta Directiva

Ordinaria Elecciones de miembros: especificaciones del orden de elección

Moción para aprobar la Resolución # 2023-2024-07 En el asunto de ordenar las elecciones regulares de miembros de la Junta de Gobierno: Las especificaciones del orden de elección fueron hechas por John Cardoza y en segundo lugar por Greg Rice.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No – 0

Abstenerse –0

Ausente – 0

4.5 Solicitud de días adicionales para Superintendente y Director

Shelley Heeger hizo una moción para aprobar días adicionales para el Superintendente y el Director y la secundó John Cardoza.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No – 0

Abstenerse –0

Ausente – 0

4.6 Adjudicación de la oferta – Compra de autobús

Recomendar Adjudicación de la Licitación No. 2023-2024-01-Compra de Bus

La moción para aprobar y adjudicar la Oferta No. 2023-2024-01-Compra de autobús a

Model 1 Commercial Vehicles, Inc. fue presentada por Greg Rice y la segunda por John Cardoza.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No – 0

Abstenerse –0

Ausente – 0

4.7 Plan de seguridad actualizado (*Una copia del plan estará disponible en la reunión de la junta*)

Greg Rice hizo la moción para aprobar el Plan de Seguridad actualizado y la secundó John Cardoza.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No – 0

Abstenerse –0

Ausente – 0

5. **FINANZAS: Elementos de acción:**

5.1 Pagos a proveedores

La moción para aprobar los pagos a los proveedores fue hecha por John Cardoza y la segunda por Fernando con una cuña

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No – 0

Abstenerse –0

Ausente – 0

6. **INFORMACIÓN: (Informes verbales y presentaciones)**

6.1 EN CONTRA--SERVICIO DE ALIMENTOS—PROYECTOS

6.2 Encuesta sobre niños sanos de California

La Sra. Stacey Bettencourt compartió los resultados de la Encuesta de Niños Saludables de California con la Junta.

6.3 Resumen trimestral uniforme de quejas para el primer trimestre (enero – marzo)

La Sra. Stacey Bettencourt compartió con la Junta que no hubo quejas uniformes con respecto a los libros de texto y materiales educativos, instalaciones o vacantes y malas asignaciones de maestros.

6.4 Clase de teatro de la escuela Tipton

Departamento de Quejas y la obra más tonta de todos los tiempos
7 y 8 de mayo en Encore Theatre
Las puertas se abrirán a las 17:45
El juego comienza a las 6:30 pm
Se servirá cabaret completo.

La Sra. Stacey Bettencourt compartió con la Junta que se presentaría la clase de Drama de la Sra. Lampe.

7. CUALQUIER OTRO NEGOCIO:

7.1 Trimestral Política de la Junta - Marzo de 2024

La Sra. Stacey Bettencourt revisó las políticas de la junta de marzo para 2024.

7.2 Eliminar Política de la Junta BP 0470 Plan de Mitigación COVID-19

La Sra. Stacey Bettencourt informó a la Junta sobre la eliminación de BP 0470 COVID –Plan de mitigación.

7.3 Consideración y Aviso público de la Asociación de Empleados Escolares de

California Propuesta inicial al distrito sobre la negociación colectiva clasificada Negociaciones de Acuerdo, para el Año Escolar 2024-2027

7.4 Consideración y Aviso público de la propuesta inicial del Distrito a California Asociación de empleados escolares sobre negociación colectiva clasificada

8. **CLARO A SESIÓN CERRADA: 20:31**

9. **REUNIRSE A LA SESIÓN ABIERTA 22:40**

10. **INFORME FUERA DE LA SESIÓN CERRADA**

8.1 Código de Educación 35146

Transferencias de estudiantes, entre distritos, etc.

La moción para aprobar la solicitud del estudiante #24-25022 para interdistrito fue hecha por Greg Rice y la segunda por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No – 0

Abstenerse –0

Ausente – 0

La moción para aprobar la solicitud del estudiante #24-25023 para interdistrito fue hecha por Greg Rice y la segunda por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No – 0

Abstenerse –0

Ausente – 0

La moción para aprobar la solicitud del estudiante #24-25024 para interdistrito fue hecha por Greg Rice y la segunda por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No – 0

Abstenerse –0

Ausente – 0

La moción para aprobar la solicitud del estudiante #24-25025 para interdistrito fue hecha por Greg Rice y la segunda por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No – 0

Abstenerse –0

Ausente – 0

La moción para aprobar la solicitud del estudiante #24-25026 para interdistrito fue hecha por Greg Rice y la segunda por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No – 0

Abstenerse –0

Ausente – 0

8.2 Código de Gobierno Sección 54957.6

Conferencia con negociadores laborales

Representantes designados de la agencia: Superintendente

Organización de empleados:llamada a la acción

8.3 Código de Gobierno Sección 54957

Evaluación del desempeño de los empleados públicos

Título: Superintendente

La junta llevó a cabo la evaluación de la Superintendente en sesión cerrada esta tarde y recibió una evaluación satisfactoria.

8.4 Código de Gobierno Sección 54957

Disciplina/Despido/Liberación/Queja de Empleados Públicos

Moción para ratificar el número de empleado6580400935, la renuncia de un Secretario de Distrito a partir del 7 de mayo de 2024 y aceptada por el Superintendente el 15 de marzo de 2024 fue presentada por Greg Rice y segunda por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí: Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No – 0

Abstenerse –0

Ausente – 0

11. **APLAZAMIENTO 22:42**

Acta aprobada el 4 de junio de 2024

Iva Sousa, presidenta

Juan Cardoza, Secretario

Stacey Bettencourt, Secretaria

7. **CONSENT CALENDAR: Action items:**
 - 7.2 Minutes of the Special Board Meeting – May 21, 2024

Tipton Elementary School District

MINUTES

SPECIAL BOARD MEETING

Tuesday, May 21, 2024

6:30 p.m. District Board Room

1. CALL TO ORDER- FLAG SALUTE

Board President, Iva Sousa called the meeting to order at 6:31 pm and led the flag Salute. Board Members present: Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha, and Greg Rice.

2. PUBLIC INPUT:

2.1 Community Relations/Citizen Comments

3. Adjourn to Closed Session: 6:31 pm

4. Reconvene to Open Session 9:58 pm

5. ADMINISTRATIVE: Action Items:

5.1 ACTION ITEM: Vote on Student Expulsion presented in Closed Session (Education Code §§ 35146, 48918(j), and 20 U.S.C. § 1232g)

*During closed session, the Board considered the expulsion of Student 20232402. Motion made to approve the expulsion for Student 20232402 as presented in Closed Session, with suspended enforcement of the fall semester of the 2024-2025 school year was made by Shelley Heeger and second by Fernando Cunha.
Vote Yea 3/ No 2 / Abstain 0 / Absent 0
Yea – Iva Sousa, Shelley Heeger, and Fernando Cunha,
No – John Cardoza, and Greg Rice
Abstain –0
Absent –0*

6. Report out from Closed Session

3.1 Expulsion Hearing: Confidential Student Matters (Education Code Sections 48900, et seq., 48918, 48912(b) and 49060, et seq., and 20 U.S.C. Section 1232g)

Discussion

7. ADJOURNMENT: 10:05 PM

Minutes approved June 4, 2024

Iva Sousa, President

John Cardoza, Clerk

Stacey Bettencourt, Secretary

Distrito escolar primario de Tipton

MINUTOS

REUNIÓN ESPECIAL DE LA JUNTA

martes, 21 de mayo de 2024

6:30 pm. Sala de juntas del distrito

1. LLAME PARA ORDENAR - SALUDO A LA BANDERA

La presidenta de la junta directiva, Iva Sousa, abrió la reunión a las 18:31 horas y encabezó la Bandera Saludo. Miembros de la Junta presentes: Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice.

2. COMENTARIOS DEL PÚBLICO:

2.1 Relaciones comunitarias/comentarios de los ciudadanos

3. Clausura de la sesión cerrada: 6:31 pm

4. Volver a reunirse para la sesión abierta a las 9:58 p. m.

5. ADMINISTRATIVO: Elementos de acción:

5.1 ARTÍCULO DE ACCIÓN: Votación sobre la expulsión de estudiantes presentada en sesión Cerrada (Código de Educación §§ 35146, 48918(j) y 20 U.S.C. § 1232g)

Durante sesión a puertas cerradas, la Junta consideró la expulsión del Estudiante 20232402. Shelley Heeger presentó la moción para aprobar la expulsión del estudiante 20232402 presentada en sesión cerrada, con la ejecución suspendida del semestre de otoño del año escolar 2024-2025 y la segunda, Fernando Cunha.

Voto Sí 3/ No 2 / Abstención 0 / Ausente 0

Sí, Iva Sousa, Shelley Heeger y Fernando Cunha,

No – John Cardoza y Greg Rice

Abstenerse –0

Ausente –0

6. Informe de la sesión cerrada

3.1 Audiencia de expulsión: Asuntos confidenciales del estudiante (Código de Educación, Secciones 48900 y siguientes, 48918, 48912(b) y 49060, y siguientes, y 20 U.S.C. Sección 1232g

Discusión

7. CLAUSURA: 22:05

Acta aprobada el 4 de junio de 2024

Iva Sousa, Presidenta

John Cardoza, Secretario

Stacey Bettencourt, Secretaria

7. **CONSENT CALENDAR: Action items:**

- 7.3 Agreement with TCOE to Furnish Food Service between a Child Care and Adult Food Program Sponsor and a School District

Tulare County Office of Education

Tim A. Hire, County Superintendent of Schools

AGREEMENT TO FURNISH FOOD SERVICE

Between a Child Care and Adult Food Program Sponsor
and a School District

This Agreement is entered into on this first day of July 2024 by and between
(month) (year)

Tulare County Office of Education Early Childhood Education, hereinafter referred to as the Agency,
(Name of sponsor)

and Tipton Elementary, hereinafter referred to as the Vendor.
(Name of school district)

WHEREAS it is not within the capability of the Agency to prepare specified meals under the

Child and Adult Care Food Program (CACFP) for enrolled participating children; and

WHEREAS, the facilities and capabilities of the Vendor are adequate to prepare and deliver
specified meals to the Agency's facility(ies); and

WHEREAS the Vendor is willing to provide such services to the Agency on a cost
reimbursement basis,

THEREFORE, both parties hereto agree as follows:

THE VENDOR AGREES TO:

1. Prepare and deliver the meals (inclusive/exclusive) of milk to Tipton Child
(Name of site)
Development Center, 370 N. Evans Rd, at Tipton Elementary by 7:40 a.m. for breakfast
(address) (time)
Lunch, and snack each weekday, in accordance with the number of meals requested and
at the cost(s) per meal listed below:
Breakfast\$ 1.27 each Lunch\$ 2.51 each PM Snack \$.69 each
2. Assure the Agency that no Title III(C) Funds have been applied to the cost of or Title(C)
Commodities used for the preparation of these meals.
3. Provide the Agency, for approval, a proposed menu for each month at least seven (7)
business days prior to the beginning of the month to which the menu applies. Any changes

to the menu made after the Agency approval must be agreed upon by the Agency and documented on the menu records.

4. Assure that each meal provided to the Agency under this contract meets the minimum requirements as the nutritional content as specified by the Child and Adult Food Program Meal Pattern, Schedule B (attached) which is excerpted from the regulations 7 CFR Part 226.20, and the Agency's Food Service Policy.
5. Maintain full and accurate records which document: (1) the menus listing all meals provided to the Agency during the term of this contract, (2) a listing of all nutritional components of each meal, and (3) an itemization of the quantities of each component used to prepare said meal. The Vendor agrees to provide meal preparation documentation by using yield factors for each food item as listed in the USDA Food Buying Guide when calculating and recording the quantity of food prepared each meal.
6. Maintain such cost records as invoices, receipts and/or other documentation that exhibits the purchase, or otherwise availability to the Vendor, of the meal components and quantities itemized in the meal preparation records.
7. Maintain on a daily an accurate count of the number of meals, by meal type, prepared for and delivered to the Agency. Meal count documentation must include the number of meals requested by the Agency.
8. Allow the Agency to increase or decrease the number of meal orders, as needed, when the request is made within 1 hour of the scheduled delivery time.
9. Present to the Agency an invoice accompanied by reports no later than the 30th day of each month which itemizes the previous month's delivery. The Vendor agrees to forfeit payment for meals which are not ready within one (1) hour of the agreed upon delivery time, are spoiled or unwholesome at the time of delivery, or do not otherwise meet the meal requirements contained in this Agreement.
10. Provide the Agency with a copy of current health certifications for the food service facility in which it prepares meals for use in the CACFP. The Vendor shall ensure that all health and sanitation requirements of the California Retail Food Code Facilities Law and Chapter 4 of the California Health and Safety Code, are met at all times.
11. Operate in accordance with current CACFP.

12. Retain all required records for a period of three (3) years after the end of the fiscal year to which they pertain (or longer, if an audit is in progress); and upon request to make all accounts and records pertaining to the Agreement available to the Certified Public Accountant hired by the Agency, representatives of the California State Department of Education, the U.S. Department of Agriculture, and the U.S. General Accounting Office for audit or administrative review at a reasonable time and place.
13. Not subcontract for the total meal, with or without milk, or for the assembly of the meal.
14. Provide disposable utensils, (sporkettes and trays) necessary for meal service.
15. If at any time during the school year, the school district is not in session at the same time the child care food program sponsor is in session, a cold lunch which meets the meal requirements will be delivered they day before to be prepared by the sponsor personnel.

THE VENDOR CERTIFIES:

1. The Vendor agency certifies, that in its operation of an Early Childhood Education Food Program, neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
2. Where the Vendor is unable to certify to any of the statements in this certification, Vendor shall attach an explanation to this proposal. Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510. (Lower Tier)
3. As required by the State Drug-Free Workplace Act of 1990 (Government Code Section 8350 et. Seq.) and the Federal Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610, the recipient agency certifies that it will continue to provide a drug-free workplace.

THE AGENCY AGREES TO:

1. Request by telephone no later than 9:00 a.m. - an accurate number of meals to be delivered to the Agency on each weekday. Notify the Vendor of necessary increases or decreases in the number of meal orders within 1 hour of the scheduled delivery time. Above time will be susceptible to change when a foggy day schedule is in effect.

2. A breakfast period will be used with service to children at approximately 8:00 a.m. for a full day class. A lunch period will be used with service to children at approximately 11:15 a.m. for a full day class. Snack with service to the children at approximately 2:00 p.m. for a full day class.
3. Ensure that an Agency representative is available at each (delivery/pick-up) site, at the specified time on each specified (delivery/pick up) day to receive, inspect and sign for the requested number of meals. This individual will verify the temperature, quality, and quantity of each meal service delivery. The Agency assures the Vendor that this individual will be trained and knowledgeable in the record keeping and meal requirements of the CACFP and in health and sanitation practices.
4. Provide personnel to serve meals, clean the serving and eating areas, and assemble transport carts and auxiliary items for pick-up by the vendor no later than 1:00 p.m.
(Negotiable time frame but should be no longer than 24 hours)
5. Notify the Vendor with three (3) days of receipt of the next month's proposed menu of any changes, additions or deletions which will be required in the menu request.
6. Provide the Vendor with a copy of 7 CFR Part 226; the Child and Adult Care Food Program Meal Pattern. Schedule B; and all other technical assistance materials pertaining to the food service requirements of the CACFP. The Agency will, within 24 hours of receipt from the State Agency, advise the Vendor of any changes in the food service requirements of the CACFP.
7. Actual served meals will be reported at point of service on the Agency's form mandated by the State Child Care Nutrition Program and this number will be used for all reporting.
8. The Agency will be billed for and pay for the number of breakfast meals and lunches ordered.
9. Establish data collection procedures which are in accordance with state and federal regulations relating to the overt identification of needy pupil and keep accurate records of the number of free, reduced price, paid and adult lunches served daily.
10. Receive and process all free and reduced-price meal applications, maintain all necessary records to support the above information.

11. Pay the Vendor within 21 days of receipt of the invoice the full amount as presented on the monthly itemized invoice. The Agency agrees to notify the Vendor within 48 hours of receipt of any discrepancy in the invoice.

TERMS OF THE AGREEMENT

This Agreement will take effect commencing July 1, 2024, and shall be for a period of
(First day of contracted service)
one calendar year. It may be terminated by written notification given by either party hereto the other party at least 30 days prior to the date of termination.

IN WITNESS WHEREOF, THE PARTIES WHERE TO HAVE EXECUTED THIS AGREEMENT AS OF THE DATES INDICATED BELOW:



Vendor Official Signature

Agency Official Signature

Stacy Bettencourt

Vendor Official Name (please type)

Tim Hire

Agency Official Name (pleasetype)

Superintendent

Title

Superintendent

Title

(559) 752-4213

(559) 733-6300

5/13/24

Date

Date

7. **CONSENT CALENDAR: Action items:**
 - 7.4 Field Trip and Facilities Requests

Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) ASES Summer GRADE TK-8th

CLASSES ATTENDING _____

DATE OF TRIP 6/14/2024 NUMBER OF PUPILS 140 ADULTS 10

DESTINATION Lake Success in Porterville

BUS TO LEAVE SCHOOL AT 12:30 RETURN AT 3:30

BUS ROUTING AND STOPS

Drive straight to the lake for Field Day

USE THE BACK OF THIS PAPER IF ROUTING NEEDS MORE SPACE

PRELIMINARY STEPS: pick-up students in the MPR

TRIP RELEVENCY: Drop off students in the MPR

OTHER INFORMATION/STAFF CHAPARONE REQUEST:

COST \$ 0

CAFETERIA LUNCHES NEEDED FOR STUDENTS: YES _____ NO _____ HOW MANY _____

CAFETERIA LUNCHES NEEDED FOR ADULTS: YES _____ NO _____ HOW MANY _____

SIGNATURE OF TEACHER IN CHARGE [Signature]

TRIP AUTHORIZED BY SCHOOL BOARD YES _____ NO X

SIGNATURE OF SUPERINTENDENT [Signature]

only snacks & 2 ice-chest w/water

Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) ASES GRADE K-8th

CLASSES ATTENDING _____

DATE OF TRIP 7/10/24 NUMBER OF PUPILS 100 ADULTS 10

DESTINATION Avila Beach

BUS TO LEAVE SCHOOL AT 7:30 AM RETURN AT 5:00pm

BUS ROUTING AND STOPS

Depart school at 7:30 AM and drive to Avila Beach. We will stop in Kettleman City for a restroom break at 8:00 AM. We will depart the beach at 2:00 PM and arrive to tipin at 5:00 pm.

USE THE BACK OF THIS PAPER IF ROUTNING NEEDS MORE SPACE

PRELIMINARY STEPS: _____

TRIP RELEVENCY: _____

OTHER INFORMATION/STAFF CHAPARONE REQUEST:

COST \$ 6,000.00

CAFETERIA LUNCHES NEEDED FOR STUDENTS: YES NO _____ HOW MANY 100

CAFETERIA LUNCHES NEEDED FOR ADULTS: YES NO _____ HOW MANY 8

SIGNATURE OF TEACHER IN CHARGE [Signature]

TRIP AUTHORIZED BY SCHOOL BOARD YES _____ NO _____

SIGNATURE OF SUPERINTENDENT [Signature]

**TIPTON ELEMENTARY SCHOOL DISTRICT
APPLICATION FOR USE OF SCHOOL FACILITIES
(APPLICATION MUST BE FILED AT LEAST ONE WEEK IN ADVANCE)**

1. NAME OF SPONSERING ORGANIZATION

Tulare County Regional Transit Agency (TCRTA)

2. PERSON RESPONSIBLE Olivia Forte

ADDRESS 200 E. Center Ave., Visalia, CA 93291

DATE OF APPLICATION 5/15/24 **PHONE** (559) 972-2407

3. ROOM OR FACILITIES DESIRED multipurpose room

DATE(S) June 9, 2024 **TIME(S)** 5pm - 6pm

SERVICES OR ITEMS REQUESTED none

FACILITIES TO BE USED FOR disseminating information and
providing public notice to transit riders of Tipton and
South County

STATEMENT OF INFORMATION

The undersigned states that, to the best of his/her knowledge, the School Property for the use of which application is hereby made will not be used for the commission of any act which is prohibited by law, or for the commission of any crime, including, Penal Code, or section 40056 of the Ed. Code. I hereby certify (or declare) under penalty of perjury that the foregoing is true and correct.

I have read the statement of Information in it's entirety and agree to the conditions required for the use of the above facility request(s).

Certificate of Liability Insurance attached N/A

Approved _____ Disapproved _____ Rental Fee _____ Deposit Fee _____

Signature

Superintendent or Designee

Olivia Forte
Shirley Patterson

7. **CONSENT CALENDAR: Action items:**
 - 7.5 Memorandum of Understanding for Services to Migrant Students, Migrant Education Region VIII



MEMORANDUM OF UNDERSTANDING

FOR SERVICES TO
MIGRANT STUDENTS, MIGRANT EDUCATION REGION VIII

The School District(s) in Migrant Region VIII that selected Model B, hereinafter referred to as “Model B District”, and the TULARE COUNTY SUPERINTENDENT OF SCHOOLS Migrant Education Program, Region VIII, hereinafter referred to as the “Migrant Education Program”, hereby concur that this Agreement shall be in effect as soon as both parties ratify it. This Agreement is for the period of July 1, 2024 to June 30, 2025, inclusive, and shall be effective July 1, 2024.

PURPOSE:

To unify and coordinate **supplemental educational services** and resources for Migrant families and their children residing within the boundaries of participating district(s).

The services to be rendered and the terms and conditions of this Agreement are as follows:

The Migrant Education Program, Region VIII, as Lead Agency, will:

1. Implement all required mandated Migrant components in collaboration with the District contact person or designee assigned to work with the Region.

Mandated components of the Migrant Program:

- Provide Measureable Educational Instruction to Students.
 - Provide a Migrant Education School Readiness Program (MESRP).
 - Facilitation of Parent Advisory Councils will be administered through parent consortiums.
 - Provide Opportunities for Parent Involvement.
 - Conduct Identification and Recruitment of Migrant Families.
 - Identify and serve Out-of-School Youth.
 - Provide Summer School services.
 - Establish a Memorandum of Understanding (MOU) with Region VIII to delineate District and Regional responsibilities.
 - Region VIII will hire highly qualified teachers/paraprofessionals OR contract an outside Agency to provide measureable educational instruction to students.
 - The District is not required to complete a DSA and the Program Evaluation.
 - The District School Plan will be discussed by the Area Administrator with contact or designee personnel.
2. Migrant funds are designated to direct measureable instructional services for Migrant students.
Direct services are defined as:
 - Services provided directly to the student.

Tulare County
Office of Education

Tim A. Hire, County Superintendent of Schools



MEMORANDUM OF UNDERSTANDING

FOR SERVICES TO MIGRANT STUDENTS, MIGRANT EDUCATION REGION VIII

- Services that answer the question: “How does the service directly impact student achievement in Mathematics and English Language Arts?”
 - Services that are measurable and produce data to determine student academic progress.
3. Migrant funds are intended to support the administering and monitoring of the Migrant Education Program.
 4. Certificated teachers/paraprofessionals provide instructional services to Migrant students.
 5. Migrant Education School Readiness staff must hold a Teaching Credential or a Permit Title (Teacher / Master Teacher) in the Child Development Permit Matrix.
 6. Services are provided before school, after school, or Saturdays and during Summer School (CDE, DSA, Migrant Program is supplemental to the core programs).
 7. Instructional services shall be relevant and rigorous.
 8. Provide direct supplemental services to Migrant students enrolled in the District, after a Needs Assessment has been conducted and collaboration has occurred with the District.
 9. Assist and provide documentation during Migrant Regional FPM reviews.
 10. In coordination with the District, ensure that at least one parent representative from the district consortium attends a minimum of six Regional Parent Advisory Council (RPAC) trainings at the county level. (The RPAC meets six times per year).

The District, as Participant in the Migrant Education Program Model B, will:

1. Agree to participate in Model B for one fiscal year and shall notify the Migrant Education Program, Region VIII, by the end of November, if the District intends to change from Model B to Model A.
2. Agree that Region VIII will provide and/or coordinate all Migrant services.
3. Provide written approval for the Migrant Education Program, Region VIII, to access student-specific academic, benchmark—data for the purposes of research and for developing interventions using data analysis to identify the academic gaps and needs of Migrant students.
4. Provide Migrant students with equal access to educational opportunities and resources that are available to non-migrant students.
5. Approve use of facilities within the District for Migrant Education activities based on district operational cost and services requested for Regular Year and Summer.
6. Support the Region with the Migrant Education Program rules, regulations, and restrictions as described in the official Migrant Education Program Assurances.
7. If a student injury occurs in the Migrant Education Program, the District’s policies and procedures will be followed. The Tulare County Superintendent of Schools’ liability coverage would be primary for liability purposes as to Claims for Damages filed against the Tulare County Superintendent of Schools. Tulare County Superintendent of Schools will not provide any Student Accident Coverage.



MEMORANDUM OF UNDERSTANDING

FOR SERVICES TO
MIGRANT STUDENTS, MIGRANT EDUCATION REGION VIII

8. Provide access to attendance data for the purpose of identifying Migrant children enrolling and departing from the District (i.e. district gains/loss reports). Data will be provided by an identified district employee or through an Migrant Student Recruiter's "read only" student database access.
9. Assist in providing office space for migrant staff (Area Administrators and/or Student Recruiters).

Agreed upon by:

District Superintendent:

Stacy Bettercourt
Printed Name

Stacy Bettercourt
Signature

District:

Tipton Elementary School

Date:

5/14/24

Agreed upon by:

LEA: Tulare County Office of Education

County Superintendent of Schools: _____

Tim A. Hire

Date: _____

Migrant Education Director, Administrator: _____

Anabel González

Date: _____

Tulare County
Office of Education

Tim A. Hire, County Superintendent of Schools

7. **CONSENT CALENDAR: Action items:**
 - 7.6 E-Waste Report

7. **CONSENT CALENDAR: Action items:**
 - 7.7 Library Surplus

Memo

To: Mrs. Bettencourt

From: Megan Rice

Date: May 28th, 2024

Re: Library Surplus

Attached is a list of books, library materials, and other educational materials that have been weeded from the library collection or textbook resources due to the fact that these books were torn, missing pages, damaged, irrelevant, out of date, etc.

Weeding Project: This weeding project is in effort to continually make our library collection of better quality resources. This will also allow us to see which areas we may be lacking relevant sources in and create room for the new titles we add each year.

Books that are severely damaged and worn will be disposed of. Those books that are still in readable condition will be offered to teachers and/or students to take home. All of the books listed have been stamped with "discard", our barcode and labels have been removed, and removed from our library system.

If you have any further questions, please let me know.

Thank you,

Megan Rice

Tipton Elementary School Library
Discarded/Weeded Library & School Materials

Title/Author/Number of copies

GUIDED READING

BOOKS

Abby in neverland / Mlynowski, Sarah

Diary of a wimpy kid: meltdown / Kinney,
Jeff

Dogman brawl of the wild / Pilkey, Dav

Last dragon / De Mari, Silvana

Refugee / Gratz, Alan

Sewer rat stink / Stilton, Geronimo

Soccer encyclopedia: FIFA official licenced
publication / Stead, Emily

Three musketeers, the / Dumas, Alexandre

Wildwood / Meloy, Colin

CLASS SET NOVELS

Castle in the attic, the / Winthrop, Elizabeth /
12

Night / Wiesel, Elie / 6

Tears of a tiger / Draper, Sharon M. / 15

That was then, this is now / Hinton, S.E. / 43

7. **CONSENT CALENDAR: Action items:**

7.8 Agreement with TCOE for 2023-2024 from Special Services

Tulare County Office of Education

Committed to Students, Support & Service

Tim A. Hire
County
Superintendent
of Schools

P.O. Box 5091
Visalia, California
93278-5091

(559) 733-6300
tcoe.org

Administration
(559) 733-6301
fax (559) 627-5219

Business Services
(559) 733-6474
fax (559) 737-4378

Human Resources
(559) 733-6306
fax (559) 627-4670

Instructional Services
(559) 302-3633
fax (559) 739-0310

Special Services
(559) 730-2910
fax (559) 730-2511

Main Locations

**Administration
Building & Conference
Center**
6200 S. Mooney Blvd.
Visalia

Doe Avenue Complex
7000 Doe Ave.
Visalia

**Liberty Center/
Planetarium &
Science Center**
11535 Ave. 264
Visalia

May 20, 2024

Tipton School District
PO Box 787
Tipton, CA 93272

Ms. Stacey Bettencourt,

Attached is your Agency Agreement for 2023-24 from Special Services.

Please sign and return either by e-mail or by mail to:

E-mail: karla.doyer@tcoe.org

OR

Mail: Tulare County Office of Education
Attn: Karla Doyer, Purchasing & Agreements Manager
P.O. Box 5091
Visalia, Ca 93278-5091

Please feel free to contact me if you have any questions. Thank you.

Sincerely,



Karla Doyer

Purchasing & Agreements Manager | 559-302-3729 | karla.doyer@tcoe.org

SCOPE OF SERVICES - EXHIBIT A

1. RESPONSIBILITIES OF DISTRICT:

(Please provide a detailed description of services and deliverables to be provided by Tipton School District.)

Member LEAs agree that the allocation for state principal apportionment for Educationally-Related Mental Health Services (ERMHS), will be transferred from the district by Tulare County Office of Education as the Administrative ("AU) for the SELPA. Any federal ERMHS funds allocated to the district with a Grant Award Notification (GAN) from California Department of Education (CDE), an agency agreement will be prepared to retrieve the allocation for the 2023-2024 fiscal year.

2. RESPONSIBILITIES OF SUPERINTENDENT:

(Please provide a list of items The Tulare County Superintendent of Schools will furnish.)

Educationally-Related Mental Health Services will be provided by Tulare County/District SELPA to the Tipton School District.

FEE SCHEDULE

The contract total for services to be provided are estimated to be

A lump sum of \$6,199 to be retrieved from Tipton School District.

including travel or other expenses.

Payment will be by the job or day unless specified otherwise in a fee schedule attached to this document.

Exhibit (A)	Tipton.pdf	136.89KB
Exhibit (B)	Tipton School District.pdf	256.77KB
Exhibit (C)		
Exhibit (D)		

AGENCY AGREEMENT 240804

THIS AGREEMENT, is entered into between the Tulare County Superintendent of Schools, referred to as SUPERINTENDENT and Tipton School District, referred to as DISTRICT.

ACCORDINGLY, IT IS AGREED:

1. TERM: This Agreement shall become

effective as

7/1/2023

and shall expire on .

6/30/2024

2. SERVICES: DISTRICT shall provide services as set forth: (See attached Scope of Services - Exhibit A for details. The Exhibit A is made part of this Agreement by reference.)

3. COST OF SERVICES: DISTRICT shall pay SUPERINTENDENT for the actual cost of such services to the extent they are allowable not to exceed the sum of

sum of \$ 6,199.00

4. METHOD OF PAYMENT:

- a. SUPERINTENDENT must submit itemized invoices to DISTRICT for the cost of the services.
- b. SUPERINTENDENT is responsible for maintaining verifiable records for all expenditures.

5. INDEMNIFICATION: SUPERINTENDENT and DISTRICT shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of SUPERINTENDENT or DISTRICT or their agents, officers and employees under this Agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.

6. TERMINATION: Either party may terminate this Agreement without cause by giving thirty (30) calendar days advance written notice to the other party.

THE PARTIES, having read and considered the above provisions indicate their agreement by their authorized signatures below.

DISTRICT
Stacey Bettencourt, Superintendent
Tipton School District
370 N. Evans, P.O. Box 787
Tipton, CA 93272

SUPERINTENDENT
Tim A. Hire, Superintendent
Tulare County Superintendent of
Schools
Tulare County Office of Education
P.O. Box 5091
Visalia CA 93278-5091

SUPERINTENDENT

Signature

Tim A. Hiro

Date

5/17/2024

DISTRICT

Signature

Sign

Date

5/20/24

Shirley Betterland

TCOE Program Information

Contact Person:

Myrna Cortez

Telephone:

(559) 730-2910

Department/Program: Special Services

Please return an original copy to:

Tulare County Office of Education
ATTN: Internal Business Services Secretary
P.O. Box 5091
Visalia, CA 93278-5091

Grant Award Notification

GRANTEE NAME AND ADDRESS Stacey Bettencourt, Superintendent Tipton Elementary PO Box 787 Tipton, CA 93272-0787	CDE GRANT NUMBER		
	FY 23	PCA 15197	Vendor Number 72215
Attention Stacey Bettencourt, Superintendent	STANDARDIZED ACCOUNT CODE STRUCTURE		COUNTY 54
Program Office Mental Health ADA Region Group: RG-2	Resource Code 3327	Revenue Object Code 8182	INDEX 0663
Telephone (559) 752-4213			
Name of Grant Program 2023-24 Mental Health Average Daily Attendance (ADA) Allocation			

GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date
	\$6,199		\$6,199		07/01/2023	09/30/2025
CFDA Number	Federal Grant Number	Federal Grant Name		Federal Agency		
84.027A	H027A230116	Individuals with Disabilities Education Act Part B, Section 611		United States Department of Education		

I am pleased to inform you that you have been funded for the Mental Health ADA Allocation Grant. Funds shall be allocated to Local Educational Agencies for pupils with mental health related services required by their individualized education program (IEP). The grant amount is based on the 2022-23 Second Principal (P-2) Apportionment ADA calculations.

This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

Please return the original, signed Grant Award Notification form (AO-400) to:

Alexa Slater, Education Fiscal Services Assistant
 California Department of Education
 1430 N Street, Suite 2401
 Sacramento, CA 95814-5901

Please also scan and email a copy of the signed Grant Award Notification to MHADA@cde.ca.gov.

California Department of Education Contact Chris Essman	Job Title Education Programs Consultant
E-mail Address cessman@cde.ca.gov	Telephone 916-327-3507
Signature of the State Superintendent of Public Instruction or Designee <i>Tony Thurmond</i>	Date April 5, 2024

CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS

On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.

Printed Name of Authorized Agent <i>Stacey Bettencourt</i>	Title <i>Superintendent</i>
E-mail Address <i>sbettencourt@tipton.k12.ca.us</i>	Telephone <i>559 752-4213</i>
Signature <i>Stacey Bettencourt</i>	Date <i>4/3/24</i>

**Tulare COUNTY SELPA
MEMORANDUM OF UNDERSTANDING
TRANSFER OF ERMHS FUNDS FROM MEMBER LEAS TO SELPA**

This Memorandum of Understanding ("MOU") is made by and between the Tulare County SELPA ("SELPA") and the member local educational agencies ("Member LEAs") of the Tulare County SELPA: (Allensworth School District; Alpaugh Unified School District; Alta Vista School District; Buena Vista School District; Burton School District; Columbine School District; Cutler-Orosi Joint Unified School District; Dinuba Unified School District; Ducor Union School District; Earlimart School District; Exeter Union School District; Farmersville Unified School District; Hope School District; Hot Springs School District; Kings River Union School District; Liberty School District; Lindsay Unified School District; Monson-Sultana Joint Union School District; Oak Valley Union School District; Outside Creek School District; Palo Verde Union School District; Pixley Union School District; Pleasant View School District; Porterville Unified School District; Richgrove School District; Rockford School District; Saucelito School District; Sequoia Union School District; Springville Union School District; Stone Corral School District; Strathmore Union School District; Sundale Union School District; Sunnyside Union School District; Terra Bella Union School District; Three Rivers Union School District; Tipton School District; Traver Joint School District; Tulare City School District; Tulare Joint Union High School District; Visalia Unified School District; Waukena Joint Union School District; Woodlake Unified School District; and Woodville Union School District) The Superintendent's Governing Board of the SELPA and each Member LEA has approved this MOU and has authorized the execution of this MOU by an authorized agent. SELPA and the Member LEAs may be collectively referred to as the "Parties" or individually as a "Party."

Purpose of MOU

Whereas Under current law, state and federal funds for educationally-related mental health services ("ERMHS") for students eligible for special education and related services are distributed to the SELPA which then distributes these funds to Member LEAs in accordance with the SELPA Local Plan ("Local Plan") and SELPA Allocation Plan ("Allocation Plan"); and

Whereas The Governor's 2022-2023 State Budget effective for the 2023-2024 school year, all state and federal ERMHS funding shift from the SELPA and, instead, be distributed directly to each Member LEA; and

Whereas The Parties to this MOU have a history of collaborative local decision-making that, under the existing funding and allocation structure, has ensured that the full continuum of services, including ERMHS, is available to all students served by the SELPA; and

Whereas The Member LEAs recognize that, once into effect, it will offer little benefit while making significant and unnecessary changes to the manner in which ERMHS services are provided; and

Whereas Changes from the Proposal are likely to result in program, funding, and staffing challenges that will impact the quality of services and thereby affect students, families, and staff across the SELPA; and

Whereas To avoid the unnecessary changes and resulting consequences of the Proposal, the Parties desire to maintain the SELPA's previous structure for distributing state and federal ERMHS funds.

Now, therefore, In consideration of the mutual covenants, conditions and obligations set forth herein, the Parties do hereby agree as follows:

1. Effective Date

This MOU shall be effective as of the date of the last-executed signature.

2. ERMHS Funds to SELPA

Member LEAs agree that the allocation for state principal apportionment for ERMHS, will be transferred from the district by Tulare County Office of Education as the Administrative ("AU) for the SELPA. Any federal ERMHS funds allocated to the district with a Grant Award Notification (GAN) from California Department of Education (CDE), an agency agreement will be prepared to retrieve the allocation. This will go into effect for the 2023-2024 fiscal year.

3. Changes to ERMHS Programming

The Parties agree that, if any changes in ERMHS services are required due to implementation of this MOU, these changes will be determined by the SELPA Governing Board based on local needs.

4. Renewal

The Parties agree that this MOU shall be discussed annually at the first SELPA Governing Board meeting in September of each academic year and renewed by participating districts by the following January.

5. Superseded by Action of the SELPA Governing Board

Parties agree that this MOU and/or any of its terms will be superseded, and thereby rendered null and void, if the SELPA Governing Board, following SELPA procedures, makes changes to the service delivery model, program operators, Local Plan, and/or Allocation Plan affecting the subject matter of this MOU.

6. Severability/Waiver


If any provision of this MOU is determined to be illegal, unenforceable, or invalid, such provision shall in no way affect the validity of any other provision of this MOU. No waiver of any provision of this MOU shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any such waiver constitute a continuing or subsequent waiver of the same provision. No waiver shall be binding unless executed in writing by the party making the waiver.

7. Execution of MOU Electronically and in Counterparts

This MOU may be executed in counterparts such that the signatures may appear on separate signature pages. A copy or an original, with all signatures appended together, shall be deemed a fully executed MOU. A facsimile or scanned version of any party's signature shall be deemed an original signature.

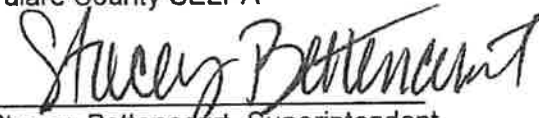
IN WITNESS WHEREOF, the Parties via their respective authorized representatives have executed and entered into this MOU as of the date set next to the signatures below.
Tulare County SELPA:

Dated: 4-27-23

By: 

Tammy Bradford, SELPA Director
Tulare County SELPA

Dated: 4/24/23

By: 

Stacey Bettencourt, Superintendent
Tipton Elementary

7. **CONSENT CALENDAR: Action items:**
 - 7.9 Agreement with TOCE for Behavior Health Services

Tulare County Office of Education

Committed to Students, Support & Service

Tim A. Hire
County
Superintendent
of Schools

P.O. Box 5091
Visalia, California
93278-5091

(559) 733-6300
tcoe.org

Administration
(559) 733-6301
fax (559) 627-5219

Business Services
(559) 733-6474
fax (559) 737-4378

Human Resources
(559) 733-6306
fax (559) 627-4670

Instructional Services
(559) 302-3633
fax (559) 739-0310

Special Services
(559) 730-2910
fax (559) 730-2511

Main Locations

**Administration
Building & Conference
Center**
6200 S. Mooney Blvd.
Visalia

Doe Avenue Complex
7000 Doe Ave.
Visalia

**Liberty Center/
Planetarium &
Science Center**
11535 Ave. 264
Visalia

May 23, 2024

Tipton School District
PO Box 787
Tipton, CA 93272

Ms. Stacey Bettencourt,

Attached is your Agency Agreement for 2024-25 from Behavioral Health Services.

Please sign and return either by e-mail or by mail to:

E-mail: karla.doyer@tcoe.org

OR

Mail: Tulare County Office of Education
Attn: Karla Doyer, Purchasing & Agreements Manager
P.O. Box 5091
Visalia, Ca 93278-5091

Please feel free to contact me if you have any questions. Thank you.

Sincerely,



Karla Doyer

Purchasing & Agreements Manager | 559-302-3729 | karla.doyer@tcoe.org

SCOPE OF SERVICES - EXHIBIT A

1. RESPONSIBILITIES OF DISTRICT:

(Please provide a detailed description of services and deliverables to be provided by Tipton School District.)

Site Administration is committed to the integration of Mental Wellness Services for academic year 2024-2025 at Tipton School District

- Mental Health Professional will have district internet/server access.
- Mental Health Professional will have access to confidential space to meet with students.
- Mental Health Professional will participate in School District Professional Learning Communities
- District school psychologist, administrators, school counselors will collaborate with Mental Health Professional
- Initial administrators meeting (e.g., DOSE, Principal, Clinical Supervisor, Mental Health Professional)
- Provide pertinent data for identified students (e.g., demographics, attendance, suspensions, and academics)

2. RESPONSIBILITIES OF SUPERINTENDENT:

(Please provide a list of items The Tulare County Superintendent of Schools will furnish.)

Four (4) days of Mental Wellness Services per week for 37 weeks during the 2024-2025 school year.

- On-site school and district trainings regarding student mental wellness (i.e., mental health, suicide prevention, etc.)
- Quarterly reports regarding the delivery of services and trainings available upon request
- Annual data report on progress and annual outcomes of the service will be provided, which can be delivered to the school board and site administrators
- Licensed Mental Health Professional will oversee clinical practices of Mental Health Professional
- Administrative and clinical support
- Data collection and analysis

TCOE BHS Contracted Mental Health Professional Services Include:

- Staff and Parent Trainings
- Brief Mental Health Support
- Interim Mental Health Support (pending referral to outside provider)
- Crisis Support
- SARB Support
- Administration/School Staff/Classroom Consultation and Support
- Family Outreach and Support
- Community Linkage
- Student Groups (e.g., Social Skills, Anger Management, Friendship/Anti-bullying, Social Emotional Learning, Girls Circle, Mindfulness)

FEE SCHEDULE

The contract total for services to be provided are estimated to be

Four (4) days of Mental Wellness Services for 37 weeks for an approximate daily rate of \$621.62 during the 2024-2025 at a weekly rate of approximate \$2,486.48 for a total cost of \$92,000.00.

$4(\text{days}) \times 37 (\text{weeks}) = 148 \text{ days}$

$148 (\text{days}) \times (\text{approximate daily rate}) \$621.62 = \$92,000$

including travel or other expenses.

Payment will be by the job or day unless specified otherwise in a fee schedule attached to this document.

Exhibit (A)

Exhibit (B)

Exhibit (C)

Exhibit (D)

AGENCY AGREEMENT 250114

THIS AGREEMENT, is entered into between the **Tulare County Superintendent of Schools**, referred to as **SUPERINTENDENT** and **Tipton School District**, referred to as **DISTRICT**.

ACCORDINGLY, IT IS AGREED:

1. TERM: This Agreement shall become

effective as

8/1/2024

and shall expire on .

6/30/2025

2. **SERVICES:** DISTRICT shall provide services as set forth: (See attached Scope of Services - Exhibit A for details. The Exhibit A is made part of this Agreement by reference.)

3. **COST OF SERVICES:** DISTRICT shall pay SUPERINTENDENT for the actual cost of such services to the extent they are allowable not to exceed the sum of

sum of \$ 92,000.00

4. METHOD OF PAYMENT:

- a. SUPERINTENDENT must submit itemized invoices to DISTRICT for the cost of the services.
- b. SUPERINTENDENT is responsible for maintaining verifiable records for all expenditures.

5. **INDEMNIFICATION:** SUPERINTENDENT and DISTRICT shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of SUPERINTENDENT or DISTRICT or their agents, officers and employees under this Agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.

6. **TERMINATION:** Either party may terminate this Agreement without cause by giving thirty (30) calendar days advance written notice to the other party.

THE PARTIES, having read and considered the above provisions indicate their agreement by their authorized signatures below.

DISTRICT
Stacey Bettencourt
Tipton School District
370 N. Evans, P.O. Box 787
Tipton, CA 93272

SUPERINTENDENT
Tim A. Hire, Superintendent
Tulare County Superintendent of
Schools
Tulare County Office of Education
P.O. Box 5091
Visalia CA 93278-5091

SUPERINTENDENT

Signature

Tim A. Hira

Date

5/23/2024

DISTRICT

Signature

Sign

Date

5/24/24

Shirley Betteencant

TCOE Program Information

Contact Person:

Lupe Castillo

Telephone:

559-730-2969

Department/Program: Behavioral Health Services

Please return an original copy to:

Tulare County Office of Education
ATTN: Internal Business Services Secretary
P.O. Box 5091
Visalia, CA 93278-5091

7. **CONSENT CALENDAR: Action items:**
 - 7.10 Agreement with TCOE from Educational Resources Services

Tulare County Office of Education

Committed to Students, Support & Service

Tim A. Hire
County
Superintendent
of Schools

P.O. Box 5091
Visalia, California
93278-5091

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tcoe.org

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fax (559) 627-5219

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fax (559) 739-0310

Special Services
(559) 730-2910
fax (559) 730-2511

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Doe Avenue Complex
7000 Doe Ave.
Visalia

**Liberty Center/
Planetarium &
Science Center**
11535 Ave. 264
Visalia

May 23, 2024

Tipton School District
PO Box 787
Tipton, CA 93272

Ms. Stacey Bettencourt,

Attached is your Agency Agreement for 2024-25 from Educational Resource Services.

Please sign and return either by e-mail or by mail to:

E-mail: karla.doyer@tcoe.org

OR

Mail: Tulare County Office of Education
Attn: Karla Doyer, Purchasing & Agreements Manager
P.O. Box 5091
Visalia, Ca 93278-5091

Please feel free to contact me if you have any questions. Thank you.

Sincerely,



Karla Doyer

Purchasing & Agreements Manager | 559-302-3729 | karla.doyer@tcoe.org

SCOPE OF SERVICES - EXHIBIT A

1. RESPONSIBILITIES OF DISTRICT:

(Please provide a detailed description of services and deliverables to be provided by Tipton School District.)

AGENCY and SUPERINTENDENT will develop a work plan outlining the goals and activities. AGENCY will communicate regularly with SUPERINTENDENT'S consultant(s) to review the progress towards the goals.

AGENCY will coordinate staff attendance and substitutes, if necessary. AGENCY will provide facilities, catering (if so desired), and, when possible, a connection for a laptop to share a presentation. AGENCY must provide at least three (3) business days' notice to cancel or reschedule a scheduled service day or AGENCY may be charged for the day.

2. RESPONSIBILITIES OF SUPERINTENDENT:

(Please provide a list of items The Tulare County Superintendent of Schools will furnish.)

SUPERINTENDENT will provide staff with expertise in California's Standards, content area subject matter, and instructional strategies to conduct professional learning for AGENCY.

SUPERINTENDENT will provide proof of insurance for AGENCY, upon request, once the fully executed agreement is received. SUPERINTENDENT will invoice AGENCY up to the "Not to Exceed" amount. If AGENCY and SUPERINTENDENT mutually agree to reduce the number of service days, AGENCY will only be invoiced for the days used up to the "Not to Exceed" amount. An Amendment to Agreement is not necessary. If AGENCY and SUPERINTENDENT mutually agree to increase the number of service days, an Amendment to Agreement will be sent to AGENCY to acknowledge the increased service days and amount.

FEE SCHEDULE

The contract total for services to be provided are estimated to be

9.25 days at \$1,275.00 = Not to exceed \$ 11,793.75

including travel or other expenses.

Payment will be by the job or day unless specified otherwise in a fee schedule attached to this document.

Exhibit (A)	WP 24-25 Tipton Math 5-15-24 AA signed.pdf	84.06KB
Exhibit (B)	WP 24-25 Tipton MTSS 5-2-24 KS signed.pdf	321.07KB
Exhibit (C)		

Exhibit (D)

AGENCY AGREEMENT 250134

THIS AGREEMENT, is entered into between the Tulare County Superintendent of Schools, referred to as SUPERINTENDENT and Tipton School District, referred to as DISTRICT.

ACCORDINGLY, IT IS AGREED:

1. TERM: This Agreement shall become

effective as

7/1/2024

and shall expire on .

6/30/2025

2. **SERVICES:** DISTRICT shall provide services as set forth: (See attached Scope of Services - Exhibit A for details. The Exhibit A is made part of this Agreement by reference.)

3. **COST OF SERVICES:** DISTRICT shall pay SUPERINTENDENT for the actual cost of such services to the extent they are allowable not to exceed the sum of

sum of \$ 11,793.75

4. METHOD OF PAYMENT:

- a. SUPERINTENDENT must submit itemized invoices to DISTRICT for the cost of the services.
- b. SUPERINTENDENT is responsible for maintaining verifiable records for all expenditures.

5. **INDEMNIFICATION:** SUPERINTENDENT and DISTRICT shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of SUPERINTENDENT or DISTRICT or their agents, officers and employees under this Agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.

6. **TERMINATION:** Either party may terminate this Agreement without cause by giving thirty (30) calendar days advance written notice to the other party.

THE PARTIES, having read and considered the above provisions indicate their agreement by their authorized signatures below.

DISTRICT
Ms. Stacey Bettencourt, Superintendent
Tipton School District
370 N. Evans, PO Box 787
Tipton, CA 93272

SUPERINTENDENT
Tim A. Hire, Superintendent
Tulare County Superintendent of
Schools
Tulare County Office of Education
P.O. Box 5091
Visalia CA 93278-5091

SUPERINTENDENT

Signature

Tim A. Hiro

Date

5/23/2024

DISTRICT

Signature

Sign

Date

5/24/24

Shirley Bullen

TCOE Program Information

Contact Person:

Olivia Velasquez

Telephone:

559.651.3031

Department/Program: Educational Resource Services (ERS)

Please return an original copy to:

Tulare County Office of Education
ATTN: Internal Business Services Secretary
P.O. Box 5091
Visalia, CA 93278-5091

WORK PLAN (TULARE COUNTY)
JULY 1, 2024 - JUNE 30, 2025

TULARE COUNTY OFFICE OF EDUCATION
EDUCATIONAL RESOURCE SERVICES

4/1/24
 INITIAL OR REVISION DATE

Tipton Elementary

Arcy Alafa

DISTRICT / SCHOOL / AGENCY

TCOE LEAD(S)

Desiree Heinks

Mathematics

CONTACT

CONTENT AREA

dheinks@tipton.k12.ca.us

CONTACT EMAIL

559-300-7285

CONTACT MOBILE #

Please email the signed work plan to:
 olivia.velasquez @tcoe.org

PROFESSIONAL LEARNING GOAL(S)	
1)	Provide professional learning and coaching to support teachers with math content, pedagogy, and equitable instructional practices
2)	Provide teachers with support in establishing data rhythms to analyze data

#	DATE(S)	CONSULTANT ACTIVITY	DISTRICT RESPONSIBILITY	ON-SITE / VIRTUAL DAY(S)	PREP & FOLLOW-UP DAY(S)	SUBTOTAL DAY(S)
1	9/10/24	Math Professional Learning & Coaching Feedback	Schedule teachers and subs	1.00	0.25	1.25
2	11/19/24	Math Professional Learning & Coaching Feedback	Schedule teachers and subs	1.00	0.25	1.25
3	3/4/24	Math Professional Learning & Coaching Feedback	Schedule teachers and subs	1.00	0.25	1.25
4				0.00	0.00	0.00
5				0.00	0.00	0.00
6				0.00	0.00	0.00
7				0.00	0.00	0.00
8				0.00	0.00	0.00
9				0.00	0.00	0.00
10		<<<unhide rows if necessary		0.00	0.00	0.00
TOTAL DAY(S)						3.75

CANCELLATION NOTICE: District must provide at least three (3) business days' notice to cancel or reschedule a scheduled service day or district may be charged for the day.

TULARE COUNTY RATE	\$1,275.00
TOTAL FOR SERVICES	\$4,781.25

OTHER FEES, IF APPLICABLE: BINDERS, BOOKS, MATERIALS, OUT OF REGION TRAVEL

#	DATE OF SERVICE	ITEM (BINDERS / BOOKS / MATERIALS / OTHER)	EACH	QTY	AMOUNT
1		<<<unhide rows if necessary	\$0.00	0	\$0.00
TOTAL OTHER FEES					\$0.00

Desiree Heinks

 DISTRICT / SCHOOL / AGENCY SIGNATURE

DATE

SERVICES & OTHER FEES GRAND TOTAL

\$4,781.25

WORK PLAN (TULARE COUNTY)
JULY 1, 2024 - JUNE 30, 2025

TULARE COUNTY OFFICE OF EDUCATION
EDUCATIONAL RESOURCE SERVICES

5/2/24
 INITIAL OR REVISION DATE

Tipton Elementary School District

Kourtnee Shawn

DISTRICT / SCHOOL / AGENCY

TCOE LEAD(S)

Stacey Bettencourt

MTSS

CONTACT

CONTENT AREA

sbettencourt@tipton.k12.ca.us

CONTACT EMAIL

559-752-4213

CONTACT MOBILE #

Please email the signed work plan to:
 olivia.velasquez @tcoe.org

PROFESSIONAL LEARNING GOAL(S)	
1)	Continue in the development and implementation of the MTSS for Tipton Elementary
2)	...

#	DATE(S)	CONSULTANT ACTIVITY	DISTRICT RESPONSIBILITY	ON-SITE / VIRTUAL DAY(S)	PREP & FOLLOW-UP DAY(S)	SUBTOTAL DAY(S)
1	8/26/24	MTSS Leadership Team Meeting	subs	1.00	0.25	1.25
2	10/2/24	MTSS Leadership Team Meeting (morning) Teaching Staff PL on Collaboration (afternoon)	subs, meeting space for all teachers	1.00	0.50	1.50
3	1/29/24	MTSS Leadership Team Meeting- Instructional Rounds (morning) Teaching Staff PL Topic TBD (afternoon)	subs, meeting space for all teachers	1.00	0.50	1.50
4	4/7/24	MTSS Leadership Team Meeting	subs	1.00	0.25	1.25
5				0.00	0.00	0.00
6				0.00	0.00	0.00
7				0.00	0.00	0.00
8				0.00	0.00	0.00
9				0.00	0.00	0.00
10		<<<unhide rows if necessary		0.00	0.00	0.00
TOTAL DAY(S)						5.50

CANCELLATION NOTICE: District must provide at least three (3) business days' notice to cancel or reschedule a scheduled service day or district may be charged for the day.

TULARE COUNTY RATE	\$1,275.00
TOTAL FOR SERVICES	\$7,012.50

OTHER FEES, IF APPLICABLE: BINDERS, BOOKS, MATERIALS, OUT OF REGION TRAVEL

#	DATE OF SERVICE	ITEM (BINDERS / BOOKS / MATERIALS / OTHER)	EACH	QTY	AMOUNT
1		<<<unhide rows if necessary	\$0.00	0	\$0.00
TOTAL OTHER FEES					\$0.00


 DISTRICT / SCHOOL / AGENCY SIGNATURE DATE

SERVICES & OTHER FEES GRAND TOTAL **\$7,012.50**

8. ADMINISTRATIVE: Action items:

8.1 Board Resolution #2023-2024-08, Authorizing Inter-fund Loan for Cash Flow Purposes

8. ADMINISTRATIVE: Action items:

8.2 Board Resolution #2023-2024-09, Authorization for County Superintendent of Schools to Make Year End Budget Transfers

**RESOLUTION OF THE GOVERNING BOARD OF
TIPTON ELEMENTARY SCHOOL DISTRICT**

In the Matter of Authorization for County)
Superintendent of Schools to make year-end)
Budget Transfers)

RESOLUTION NUMBER. 2023-2024-09

WHEREAS, at the close of any school year the County Superintendent of schools may, with the consent of the Governing Board of a school district previously given, make such transfers between the undistributed reserve and any expenditure classification or classifications or balance any expenditure classifications of the budget of the district for such school year as are necessary to permit the payment of obligations of the district incurred during such school year; and,

WHEREAS, the total amount budgeted as the proposed expenditure of the school district for each major classification of school district expenditures listed in the school district budget forms prescribed by the Superintendent of Public Instruction shall be the maximum amount which may be expended for that classification of expenditures for the school year; and,

WHEREAS, the district wishes to ensure that all expenditures of the school district during the 2023-2024 fiscal year have been appropriately budgeted for.

THEREFORE, BE IT RESOLVED that, at the close of the 2023-2024 Fiscal year the County Superintendent of Schools be authorized in accordance with Education Code Section 42601 to make such transfers between the unappropriated fund balance and/or any expenditures classifications of the budget as are necessary to permit the payment of obligations of the school district incurred during the fiscal year.

THE FOREGOING RESOLUTION WAS ADOPTED upon the motion of _____, seconded by _____, at a regular meeting of the Governing Board on the 4th day of June, 2024 by the following vote.

Ayes:

Noes:

Abstentions:

Absent:

Secretary/Clerk of said District Board

County superintendents who make certain year-end fund balance transfers for small school districts in their county are now required to notify each district of the transfers made. The definition of a small school district has been changed from A... those districts with an average daily attendance of 2,500 or less...@ to those districts identified in EC 41301 which sets forth the state school fund allocation schedule. Small elementary school districts are now defined as having less than 901 units of average daily attendance (ada), small high school districts are now defined as having less than 301 ada, and small unified school districts are now defined as having less than 1,501 ada.

42601. At the close of any school year a school district may, with the approval of the governing board, identify and request the county superintendent of schools to make the transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification or classifications, or balance any expenditure classifications of the budget of the district for that school year as necessary to permit the payment of obligations of the district incurred during that school year. For each elementary, high school, and unified school district that, during the preceding school year, had an average daily attendance less than the level, as appropriate, specified in subdivision (a) of Section 41301, the county superintendent of schools, with the consent of the governing board of the school district, may identify and make the transfers, and shall so notify the districts.

8. ADMINISTRATIVE: Action items:

8.3 Board Resolution #2023-2024-10, Authorizing Inter-fund Transfers In Accordance with the Budget

**RESOLUTION OF THE GOVERNING BOARD OF
TIPTON ELEMENTARY SCHOOL DISTRICT**

In the matter of Authorizing Inter-fund Transfers)
In Accordance with the Budget) RESOLUTION NUMBER. 2023-2024-10

WHEREAS, the Governing Board of the District adopted its Annual Budget for the Fiscal Year 2024-2025 and,

WHEREAS, the Governing Board of the District approved Inter-fund Transfers between the various funds of the District as recorded in the budget document in accordance with Education Code;

THEREFORE, BE IT RESOLVED that the Governing Board authorizes District Administration to make inter-fund transfers in accordance with the budget, not to exceed the amount of appropriation.

THE FOREGOING RESOLUTION WAS ADOPTED upon the motion of _____, seconded by _____, at a regular meeting of the Governing Board on the 4th day of June, 2024 by the following vote.

- Ayes:**
- Noes:**
- Abstentions:**
- Absent:**

Secretary/Clerk of said District Board

8. ADMINISTRATIVE: Action items:

8.4 Consultant Agreement with Tipton Elementary and TS Accounting & Consulting, Inc.

**TIPTON SCHOOL DISTRICT
AND
TS ACCOUNTING & CONSULTING, INC.
CONSULTANT AGREEMENT**

THIS AGREEMENT is entered into as of July 1, 2024 between the TIPTON SCHOOL DISTRICT, referred to as DISTRICT, and TS ACCOUNTING & CONSULTING, INC., referred to as CONSULTANT, with reference to the following:

- A. DISTRICT requests consulting services in state and federal planning and reporting services and/or school business and accounting.
- B. CONSULTANT represents that they are specially trained, experienced and competent in the field of accounting, school business and budgeting, state and federal grant reporting requirements, and all components of the Local Control and Accountability Plan.
- C. Government Code section 53060 and Education Code section 35160 authorize the District to contract with persons who are specially trained and experienced and competent to perform special services.
- D. District wishes to hire CONSULTANT as an independent consultant pursuant to the authority of Government Code section 53060 and Education Code section 35160.
- E. Pursuant to Education Code section 45103.1(b)(2), the services contracted are not available within the DISTRICT, cannot be performed satisfactorily by school district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the school district.

ACCORDINGLY, IT IS AGREED:

- 1. **TERM:** This Agreement shall become effective as of July 1, 2024 and shall expire on June 30, 2025, unless otherwise terminated as provided in this Agreement.
- 2. **SERVICES:** CONSULTANT shall provide services as set forth in Exhibit A, entitled "Scope of Services," which exhibit is made part of this Agreement by reference.
- 3. **COST OF SERVICES:** For services rendered, CONSULTANT shall be paid at the rate of \$500 per California Consolidated Application reporting period. The DISTRICT agrees to reimburse CONSULTANT for all travel costs incurred at the specific request of the DISTRICT in order to provide services included in EXHIBIT A. Mileage shall be paid at the current IRS rate.
- 4. **METHOD AND CONDITIONS OF PAYMENT:**
 - a. CONSULTANT shall provide an invoice for services to DISTRICT. DISTRICT shall pay said invoice within 15 days of receipt. DISTRICT shall provide and file IRS Form 1099 to report CONSULTANT'S calendar year earnings.

b. The payment of compensation for work performed is conditioned upon receipt from CONSULTANT of any and all plans, specifications and estimates, and other documents prepared by CONSULTANT in accordance with this Agreement. DISTRICT will not pay anticipated profits or other economic loss.

5. COMPLIANCE WITH LAW: CONSULTANT shall provide services in accordance with applicable Federal, State, and local laws, regulations and directives.

6. CONFIDENTIALITY. The CONSULTANT acknowledges that during the engagement they may have access to and become acquainted with various confidential information in connection with the operation of DISTRICT's business including, nonpublic personnel and student information. The CONSULTANT agrees that they will not disclose any of the nonpublic information aforesaid, directly or indirectly, or use any of them in any manner, either during the term of this Agreement or at any time thereafter, except as required in the course of this engagement with the DISTRICT's permission or as required by law. CONSULTANT agrees to restrict access to nonpublic confidential information in order to provide products and services to DISTRICT. CONSULTANT further agrees to maintain physical, electronic, and procedural safeguards that comply with federal regulations to guard DISTRICT's nonpublic confidential information. Upon the expiration or earlier termination of this Agreement, or whenever requested by the Company, the Contractor shall immediately deliver to the Company all such files, records, documents, specifications, information, and other items in their possession or under their control.

7. INDEPENDENT CONSULTANT STATUS:

a. This Agreement is entered into by both parties with the express understanding that CONSULTANT will perform all services required under this Agreement as an independent contractor. Nothing in this Agreement shall be construed to constitute the CONSULTANT or any of its agents, employees or officers as an agent, employee or officer of DISTRICT.

b. Subject to any performance criteria contained in this Agreement, CONSULTANT shall be solely responsible for determining the means and methods of performing the specified services and DISTRICT shall have no right to control or exercise any supervision over CONSULTANT as to how the services will be performed. As CONSULTANT is not the DISTRICT'S employee, CONSULTANT is responsible for paying all required state and federal taxes. In particular, DISTRICT will not:

- i. Withhold FICA (Social Security) from CONSULTANT'S payments.
- ii. Make state or federal unemployment insurance contributions on CONSULTANT'S behalf.
- iii. Withhold state or federal income tax from payments to CONSULTANT.
- iv. Make disability insurance contributions on behalf of CONSULTANT.
- v. Obtain unemployment compensation insurance on behalf of CONSULTANT.

c. Notwithstanding this independent consultant relationship, DISTRICT shall have the right to monitor and evaluate the performance of CONSULTANT to assure compliance with this Agreement.

8. INDEMNIFICATION: CONSULTANT and DISTRICT shall hold each other harmless, defend and indemnify the other, its agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to any property, including District property, arising from, or in connection with, their performance or their agents, officers and employees under this Agreement. This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.

9. INSURANCE:

a. General Liability Insurance. CONSULTANT shall obtain and maintain, at their own expense throughout the term of this Agreement, general liability insurance that provides coverage for bodily injury, property damage, and personal injury arising out of the actual or alleged acts, omissions, or negligence of CONSULTANT and/or their employees, agents, subcontractors, and representatives while performing services under this Agreement. Such insurance coverage shall be no less than \$1,000,000 per occurrence for bodily injury, property damage and personal injury.

b. Worker's Compensation Insurance. CONSULTANT shall obtain and maintain, at their own expense throughout the term of this Agreement, worker's compensation insurance in an amount in accordance with applicable statutes or other governing laws.

c. Evidence of Insurance. CONSULTANT shall deliver to District written evidence of the above insurance coverages, including the required endorsements prior to commencing services under this Agreement. The production of such written evidence shall be an express condition precedent, notwithstanding anything to the contrary in this Agreement, to CONSULTANT's right to be paid any compensation or expenses under this Agreement. If CONSULTANT fails to furnish and maintain the insurance required by this section, District may (but is not required to) purchase such insurance on behalf of CONSULTANT, and the CONSULTANT shall pay the cost thereof to District upon demand and shall furnish to District any information needed to obtain such insurance. Moreover, at their discretion, District may pay for such insurance with funds otherwise due CONSULTANT under this Agreement.

d. No Limitation on Liability. The insurance requirements in this section shall not in any way limit, in either scope or amount, the indemnity and defense obligations separately owed by CONSULTANT to District under this Agreement.

10. ASSIGNMENT: CONSULTANT shall not assign any rights or obligations it has under this Agreement without the prior written consent of District.

11. FINGERPRINTING REQUIREMENTS:

a. Pursuant to California Education Code section 45125.1, before any agents or employees of CONSULTANT may enter school grounds where they may have any contact with pupils, CONSULTANT shall submit fingerprints of its employees in a manner authorized by the California Department of Justice, together with a fee determined by the Department of Justice. CONSULTANT shall not permit any employee to come in contact with pupils of the school district until the Department of Justice has ascertained that the CONSULTANT'S employees

have not been convicted of a felony as defined in Education Code section 45122.1.

b. CONSULTANT warrants that fingerprints are on file with the Tulare County Office of Education.

12. TERMINATION: The right to terminate this Agreement under this provision may be exercised without prejudice to any other right or remedy to which the terminating party may be entitled at law or under this Agreement. Either Party may terminate this Agreement without penalty with thirty (30) days' written notice to the other Party. Either party may also terminate this Agreement for breach of a material term or condition of this Agreement upon thirty (30) days' written notice to the other party. Such written notice shall specifically identify the breach and provide fifteen (15) days for the other party to cure. Upon any termination under this section, DISTRICT shall pay CONSULTANT for all services rendered by CONSULTANT prior to the effective date of termination.

13. NOTICES: Except as may be otherwise required by law, any notice to be given shall be written and shall be either personally delivered, sent by email or sent by first class mail, postage prepaid and addressed as follows:

DISTRICT:

Stacey Bettencourt

Superintendent

PO Box 787

Tipton, CA 93272

Phone No.: (559) 752-4213

Email: sbettencourt@tipton.k12.ca.us

CONSULTANT:

TS Accounting & Consulting, Inc.

2720 N. Vickie St.

Visalia, CA 93291

Phone No.: (559) 786-4668

Email: tyger@tygerbatescpa.com

Notice personally delivered is effective when delivered. Notice sent by email is deemed to be received upon successful transmission. Notice sent by first class mail shall be deemed received on the fifth day after the date of mailing. Either party may change the above address or phone or fax number by giving written notice pursuant to this paragraph.

14. AMENDMENT OF AGREEMENT: This Agreement cannot be changed or supplemented orally and may be modified or superseded only by written instrument executed by both parties.

15. EXECUTION IN COUNTERPART: This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together shall be deemed a fully executed Agreement. Signatures transmitted by facsimile shall be deemed original signatures.

16. BINDING EFFECT: This Agreement is for the benefit of and shall be binding on the parties and their successors, assigns, predecessors, partnerships, affiliates, directors or trustees, officers, employees, agents and representatives. The signatories of this Agreement warrant that they represent the respective parties herein and are authorized to commit to any and all provisions in this Agreement on behalf of the respective parties.

17. **BOARD APPROVAL/RATIFICATION:** The effectiveness of this Agreement is contingent upon approval or ratification by the District's Board of Trustees.

THE PARTIES, having read and considered the above provisions, indicate their agreement by their authorized signatures below.

TIPTON SCHOOL DISTRICT

BY Shirley Bottensworth
Superintendent
"DISTRICT"

Date: 5/23/24

TYGER BATES, CPA, President

BY Jay Bales, CPA
"CONSULTANT"

Date: 5/23/24

**EXHIBIT A
SCOPE OF SERVICES**

1. RESPONSIBILITIES OF CONSULTANT:

- Prepare state required bi-annual financial reports for the Consolidated Application. The consolidated application is a compilation of reports and certifications related to federal title funding: Title I, Title II, Title III, Title IV, and RLIS.
- Monitor and advise district on title funding balances during the year.
- In monitoring Title funding, consultant may recommend accounting entries. It is at the district's discretion if they wish to accept the recommended entries.
- Be available for consultation throughout the year.

2. RESPONSIBILITIES OF DISTRICT:

- a. Provide, or provide access to, financial records, electronic and printed, as required by CONSULTANT.
- b. Provide information necessary to complete the Consolidated Application forms on behalf of the district.

8. ADMINISTRATIVE: Action items:

8.5 Acknowledgement/Acceptance of the California School Employees Association's Initial Proposal to the District Regarding Classified Collective Bargaining Agreement Negotiations, for the 2024-2027 School Year

INITIAL PROPOSAL
FOR THE 2024-2027 SUCCESSOR AGREEMENT
FROM THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS TIPTON CHAPTER #765
TO THE
TIPTON ELEMENTARY SCHOOL DISTRICT
April 16, 2024

Pursuant to the Educational Employment Relations Act and the 2021-2024 Collective Bargaining Agreement (“CBA”) between the Tipton Elementary School District (“District”) and the California School Employees Association and its Tipton Chapter #765 (“CSEA”), CSEA submits this initial proposal to commence negotiations with the District for the 2024-2027 Successor Agreement.

CSEA proposes to alter and/or amend the following articles as indicated and presents these proposals for public discussion in accordance with Government Code §3547.

ARTICLE 6: HOURS AND OVERTIME

CSEA proposes to add, modify, and/or delete language pertaining to hours and overtime.

ARTICLE 7: WAGES

CSEA proposes, language including but not limited to, a fair and equitable salary increase for classified bargaining unit members.

CSEA proposes to add, modify, and/or delete language pertaining to wages, salary schedules, and wage related matters.

ARTICLE 8: HEALTH BENEFITS

CSEA proposes that the district shall provide for the full increase cost of the current health and welfare benefits for all eligible employees and their dependents.

CSEA proposes to add, modify, and/or delete language pertaining to health and welfare benefits.

ARTICLE 12: LEAVES OF ABSENCE

CSEA proposes to alter and/or amend language including but not limited to leaves of absence.

ARTICLE 20: TERM OF AGREEMENT

CSEA proposes a three-year term from 2024-2027.

All other provisions of the CBA shall remain in full force and effect.

CSEA retains the right to amend, modify, add to or delete from these proposals at any time during the negotiations process.

8. ADMINISTRATIVE: Action items:

- 8.6** Adopt the District's Initial Proposal to California School Employees Association Regarding Classified Collective Bargaining Agreement Negotiations, for the 2024-2027 School Year

TIPTON ELEMENTARY SCHOOL DISTRICT

Sunshine Proposal for Contract Negotiations with

California School Employees Association

Public school employers and their exclusive representatives are required to present proposals which relate to matters within the scope of representation at a school board meeting prior to commencing negotiations.

The Board of Trustees of the Tipton Elementary School District (“District”) values the collaborative spirit through which collective bargaining is accomplished between the District and the California School Employees Association (“Association”). The District will approach the coming negotiations with the Association with an intent to negotiate mutually agreeable contract terms that address its employees’ interests and concerns when aligned with the five Board and Local Control and Accountability Plan (“LCAP”) goals:

- Goal 1: Improve student achievement in English Language Arts, Math and increased academic achievement for all English Learners.
- Goal 2: Improving school climate while increasing pupil attendance and decreasing chronic absenteeism.
- Goal 3: To improve the participation and increase learning opportunities for parents.
- Goal 4 To provide and equip a multipurpose room and improve school facilities which will assist with the implementation of a broad range of study, increase pupil achievement, and help facilitate parental involvement.
- Goal 5: Maintain class sizes of 24:1 or less across grades TK-8.

The following constitutes the initial proposal of the Tipton Elementary School District 2024-2025 contract negotiations with the Association.

THE DISTRICT’S INITIAL PROPOSAL

- Article 7: Wages
- Article 8: Health Benefits

The District desires to engage in good faith, principled negotiations with the Association to reach consensus on all negotiable items.

8. ADMINISTRATIVE: Action items:

8.7 Delete Board Policy BP 0470 COVID-19 Mitigation Plan

Policy 0470: COVID-19 Mitigation Plan

Status: ADOPTED

Original Adopted Date: 11/03/2020 | **Last Revised Date:** 12/14/2021 | **Last Reviewed Date:** 12/14/2021

The following policy establishes actions that will be taken by the district to provide a safe learning and working environment during the coronavirus (COVID-19) pandemic, and shall supersede any conflicting language in existing district policies or administrative regulations until the Governing Board determines that the need for this policy no longer exists. The Board acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting district operations are subject to change without notice. In the event that any federal or state law and/or order or local order may conflict with this policy, the law or order shall govern.

The Board may also adopt resolutions or take other actions as needed to respond to such orders or provide further direction during the pandemic.

To limit the impact of the pandemic on the education of district students, the district shall implement learning recovery, social-emotional support, and other measures and strategies designed to keep students learning and engaged in the instructional program.

COVID-19 Safety Plan

The Superintendent or designee shall establish, implement, and maintain a COVID-19 safety plan that complies with any mandatory public health guidance of the California Department of Public Health (CDPH), the COVID-19 prevention program ("CPP") consistent with the regulations of the California Division of Occupational Safety and Health, any orders of state or local health authorities, and any other applicable law and/or health order(s). The Superintendent or designee shall ensure, at a minimum, that the COVID-19 safety plan complies with all mandatory guidance and gives priority to recommended practices that are identified as being particularly effective at COVID-19 mitigation. The Superintendent or designee shall regularly review public health guidance to ensure that the district's COVID-19 mitigation strategies are current with public health mandates or recommendations.

The district's COVID-19 safety plan shall be posted on the district's web site.

Reporting to the Public Health Department

Upon learning that a school employee or student who has tested positive for COVID-19 was present on campus while infectious, the Superintendent or designee shall immediately, and in no case later than 24 hours after learning of the positive case, notify the local health officer or the local health officer's representative about the positive case.

The notification shall be made even if the individual who tested positive has not provided prior consent to the disclosure of personally identifiable information and shall include all of the following information, if known: (Education Code 32090)

1. Identifying information of the individual who tested positive, including full name, address, telephone number, and date of birth
2. The date of the positive test, the school(s) at which the individual was present, and the date the individual was last onsite at the school(s)
3. The name, address, and telephone number of the person making the report

If a school has two or more outbreaks of COVID-19 and is subject to a safety review by CDPH pursuant to Education Code 32090, the Superintendent or designee shall cooperate fully with the review.

Statewide Instructional Mode Survey

On or before the second and fourth Monday of each month, the Superintendent or designee shall submit to the California Collaborative for Educational (CCEE) information required under Education Code 32091, in accordance with the form and procedures determined by CCEE.

Stakeholder Engagement and Community Relations

The district shall solicit input from stakeholders on how to best support students following the learning disruptions of the pandemic through appropriate methods, which may include surveys, community and family meetings, and other methods identified by the Superintendent or designee.

The Superintendent or designee shall collaborate with local health authorities to ensure that parents/guardians are provided with the information needed to ensure that public health guidance is observed in the home as well as in school, such as information about isolation and quarantine requirements, face mask requirements, symptom checks prior to school attendance, and who to contact when students have symptoms and/or were exposed.

The Superintendent or designee shall use a variety of methods to regularly communicate with students, parents/guardians, and the community regarding community transmission levels, district operations, school schedules, and steps the district is taking to promote the health and safety of students. In addition, the members of the Board have a responsibility as community leaders to communicate matters of public interest in a manner that is consistent with Board policies and bylaws regarding public statements.

The district shall continue to collaborate with local health officials and agencies, community organizations, and other stakeholders to ensure that district operations reflect current recommendations and best practices for COVID-19 mitigation strategies. The Superintendent or designee shall keep informed about resources and services available in the community to assist students and families in need.

Learning Recovery and Social-Emotional Support

The Superintendent or designee shall develop a plan for assessing students' current academic levels early in the school year to ensure that each student is provided with appropriate opportunities for learning recovery based on need. The plan may include:

1. Use of interim or diagnostic assessments
2. Review of available data from assessments within the California Assessment of Student Performance and Progress
3. Review of attendance data from the 2020-2021 school year
4. Review of prior year grades
5. Discussion of student needs and strengths with parents/guardians and former teachers

The Superintendent or designee shall develop and implement a learning recovery program that, at a minimum, provides supplemental instruction and support for social emotional well-being, and to the maximum extent permissible meals and snacks, to eligible students. (Education Code 43522)

Supplemental Instruction and Support

The district shall provide students with evidence-based supports and interventions in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports through a program of engaging learning experiences in a positive school climate. (Education Code 43522)

Targeted and intensive supports may include: (Education Code 43522)

1. Extending instructional learning time based on student learning needs including through summer school or intersessional instructional programs
2. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff
3. Learning recovery programs and materials designed to accelerate student academic proficiency, English language proficiency, or both

4. Integrated student supports to address other barriers to learning, such as:
 - a. The provision of health, counseling, or mental health services
 - b. Access to school meal programs
 - c. Access to before and after school programs
 - d. Programs to address student trauma and social-emotional learning
 - e. Referrals for support for family or student needs
5. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports
6. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility
7. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning
8. Other interventions identified by the Superintendent or designee

To ensure schoolwide implementation of the district's tiered framework of supports, the Superintendent or designee shall plan staff development that includes: (Education Code 43522)

1. Accelerated learning strategies and effective techniques for closing learning gaps, including training in facilitating quality learning opportunities for all students
2. Strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs

Reengagement for Chronically Absent Students

The Superintendent or designee shall implement strategies for identifying, locating, and reengaging students who were chronically absent or disengaged during the 2020-21 school year, including students who were kindergarten-age but who did not enroll in kindergarten. Strategies for reengaging students may include:

1. Personal outreach to families, including by staff who are known to families
2. Door-to-door campaigns
3. The use of social media to spread awareness about the implementation of COVID-19 mitigation strategies
4. Welcoming and supporting students who experienced chronic absenteeism due to the COVID-19 pandemic or who are returning to school after a long absence

Student Absence and Attendance

The Board recognizes that COVID-19 will continue to impact the attendance of students. The Superintendent or designee shall notify students and parents/guardians of expectations regarding school attendance. Such notification shall direct any student who contracts the virus or is subject to a quarantine order to stay home in accordance with state and local health orders.

The Superintendent or designee shall ensure continuity of instruction for students who may be under a quarantine order to stay home, by offering such students independent study or other instructional delivery channels that allows the student to continue to participate in the instructional program to the greatest extent possible.

Nondiscrimination

The Board prohibits discrimination based on actual or perceived medical condition or disability status. (Government Code 11135)

Individual students and staff shall not be identified as being COVID-positive, nor shall students be shamed, treated differently, or denied access to a free and appropriate public education because of their COVID-19 status or medical condition. Staff shall not disclose confidential or privileged information, including the medical history or health information of students and staff except as allowed by law. (Education Code 49450)

The Superintendent or designee shall investigate any reports of harassment, intimidation, and bullying targeted at any student based on their medical condition or COVID status, exposure, or high-risk status.

8. **ADMINISTRATIVE: Action items:**
 - 8.8 Quarterly Board Policy - March 2024

Bylaw 9320: Meetings And Notices

Status: DRAFT

Original Adopted Date: 02/03/2009 | **Last Revised Date:** 05/02/2023

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with applicable open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide the opportunity for members of the public to directly address the Board. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

A Board meeting exists whenever a majority of Board members gather at the same time and location, including teleconference location as permitted by Government Code 54953, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the Board. (Government Code 54952.2)

In accordance with law and as specified in Board Bylaw 9012 - Board Member Electronic Communications, a majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

However, the Superintendent or designee may engage in separate conversations or communications with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. Any doubt about a request for accommodation shall be resolved in favor of accessibility. Notice of the procedure for receiving and resolving such requests for accommodation shall be given in each instance in which notice of the time of a meeting is otherwise given or the agenda for the meeting is otherwise posted. (Government Code 54953, 54953.2, 54954.1, 54954.2)

Regular Meetings

Unless otherwise determined by the Board, the Board shall hold one regular meeting(s) each month starting at 7:00 p.m. on the first Tuesday of the month at Tipton Elementary District Board Room at 370 N Evans Rd. Tipton, CA 93272

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's website. (Government Code 54954.2)

Consistent with Government Code 54957.5 and Board Bylaw 9322 - Agenda/Meeting Materials, whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose. The records shall be posted on the district website at the time the materials are distributed to all or a majority of the Board if distributed outside of business hours.

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members on any topic within the subject matter jurisdiction of the Board unless otherwise prohibited by law or as specified in BB 9323.2 - Actions by the Board. (Government Code 54956)

At least 24 hours before the time of the meeting, written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice

also shall be posted on the district's website, and, at least 24 hours before the time of the meeting, in a location freely accessible to the public. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Education Code 35144; Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. (Government Code 54956.5)

The Board may meet in closed session during emergency meetings so long as two-thirds of the members present at the meeting agree or, if less than two-thirds of the members are present, by unanimous vote of the members present. (Government Code 54956.5)

The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification shall be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time notification is given to the other members of the Board. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

An *emergency* means a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board. (Government Code 54956.5)

A *dire emergency* means a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board. (Government Code 54956.5)

Adjourned/Continued Meetings

The Board may adjourn/continue any regular or special meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn/continue such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned/continued to a later time and location and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment/continuance, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the location where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public. The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships. Any such meeting, regardless of title or topic, shall be held as a regular or special meeting, as appropriate, and shall comply with all other requirements for regular or special meetings. (Government Code 54956)

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board established pursuant to Board Bylaw 9130 - Board Committees, provided that the Board members who are not members of the standing committee attend only as observers

Individual contacts or conversations between a Board member and any other person that are not part of a series of communications prohibited by the Brown Act are permitted. (Government Code 54952.2)

Location of Meetings

Unless the Board is holding a teleconference meeting during a proclaimed state of emergency, all meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques
9. Interview residents of another district regarding the Board's potential employment of an applicant for

Superintendent of the district

10. Interview a potential employee from another district

All meetings, regardless of location, shall comply with the applicable notice and open meeting requirements. Additionally, no such meeting may be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, which is inaccessible to individuals with disabilities, or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

If a fire, flood, earthquake, or other emergency renders the posted regular or special meeting location unsafe and the deadline for posting the location has passed, the meeting shall be held at a location designated by the Board president or designee, who shall so inform all news media who have requested notice of meetings pursuant to Government Code 54956 by the most rapid available means of communication.

Traditional Teleconferencing

A Board member may participate in any meeting by teleconference, which includes both audio or video/audio so long as the following conditions are met: (Government Code 54953)

1. All votes taken during the meeting are by rollcall
2. The meeting is conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency
3. The location of the Board member participating by teleconference is open and accessible to the public during the meeting, except during closed session, such that members of the public may observe in person the Board member participating by teleconference, may hear/listen to the meeting to the same extent as the Board member participating by teleconference, and may make public comment during the same portion of the agenda as others members of the public from the same location as the Board member participating by teleconference
4. The location of the Board member participating by teleconference is noted in the agenda and the agenda is posted at the location of the Board member participating by teleconference in advance of the meeting as statutorily required based on the type of meeting
5. At least a quorum of the members is within the district boundaries.

Teleconferencing by Individual Board Member Due to Just Cause

Until January 1, 2026, when there is "just cause" preventing a Board member from attending a Board meeting in person, that Board member may participate in that meeting by teleconference without: (Government Code 54953)

1. Including the location of the Board member participating by teleconference in the agenda
2. Making the location of the Board member participating by teleconference open and accessible to the public
3. Posting the agenda at the location of the Board member participating by teleconference

A Board member needing to participate by teleconference for just cause shall notify the Board at the earliest possible opportunity, including at the start of a regular meeting, of the need to do so and include a general description of the circumstances relating to the need to appear by teleconference at the given meeting. (Government Code 54953)

For the Board member to participate by teleconference under this section, all of the following are required: (Government Code 54953)

1. All votes taken during the meeting are by rollcall
2. At least a quorum of the Board participates in person from a singular physical location clearly identified on the agenda

3. The Board member participating by teleconference utilizes both audio and visual technology to participate in the meeting
4. The Board member participating by teleconference publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual
5. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with real-time public comment being allowed via the platform or service, in addition to public comment being available in person

The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district

6. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board may not take action on any agenda item until the disruption is resolved. (Government Code 54953)

A Board member shall be permitted to participate by teleconference for just cause for no more than two meetings per calendar year. (Government Code 54953)

For purposes of this section, "just cause" may exist for any of the following: (Government Code 54953)

1. A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires a Board member to participate remotely
2. A contagious illness prevents a Board member from attending in person
3. A Board member has a need related to a physical or mental disability not otherwise reasonably accommodated
4. A Board member is traveling while on official business of the Board or another state or local agency

Teleconferencing by Individual Board Member Due to Emergency Circumstances

Until January 1, 2026, when a physical or family medical emergency would prevent a Board member from attending a Board meeting in person, that Board member may request to participate in such meeting by teleconference. The Board member requesting to appear remotely shall submit the request as soon as possible and include a concise general description of the emergency that necessitated the request. The Board member shall not be required to disclose any disability, medical diagnosis, or personal medical information exempt under existing law. (Government Code 54953)

If the request is received timely, it shall be added to the agenda as the first item of business at the meeting, even before any closed session items. If the request is not received timely, it shall be taken up by the Board before the first item of business at the meeting. The request shall only be granted upon a vote by the majority of the Board. (Government Code 54953, 54954.2)

If the request is granted by the Board, the Board member may participate by teleconference without: (Government Code 54953)

1. Including the location of the Board member participating by teleconference in the agenda
2. Making the location of the Board member participating by teleconference open and accessible to the public
3. Posting the agenda at the location of the Board member participating by teleconference

For the Board member to participate by teleconference due to emergency circumstances, all of the following are required: (Government Code 54953)

1. All votes taken during the meeting are by rollcall
2. At least a quorum of the Board participates in person from a singular physical location clearly identified on the agenda
3. The Board member participating by teleconference utilizes both audio and visual technology to participate in the meeting
4. The Board member participating by teleconference publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual
5. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with real-time public comment being allowed via the platform or service, in addition to public comment being available in person

The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district

6. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board shall not take action on any agenda item until the disruption is resolved. (Government Code 54953)

In total, a Board member may not participate by teleconference due to emergency circumstances alone, or together with teleconference due to just cause, as specified above, for more than 20 percent of the Board's regular meetings or for more than three consecutive months. If the Board meets less than 10 times in a calendar year, a Board member may not appear remotely due to emergency circumstances for more than two meetings. (Government Code 54953)

Teleconference Meetings During a Proclaimed State of Emergency

The Board may conduct a Board meeting entirely by teleconference during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)

1. For the purpose of determining whether meeting in person would present imminent risks to the health or safety of attendees due to the emergency
2. When the Board has been determined, pursuant to Item #1 above, that meeting in person would present imminent risks to the health or safety of attendees due to the emergency

The Board may hold a meeting by teleconference during a proclaimed state of emergency without: (Government Code 54953):

1. Including the location of Board members in the agenda
2. Making the locations of Board members open and accessible to the public
3. Posting the agenda at the locations of Board members

For the Board to hold such meeting, all of the following are required: (Government Code 54953)

1. All votes taken during the meeting are by rollcall
2. The public is able to access the meeting via a call-in service or an internet-based platform or service, with real-time public comment being allowed via the platform or service

If an internet-based platform or service is utilized, it may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district

3. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board may not take action on any agenda item until the disruption is resolved. (Government Code 54953)

For any public comment period with a time limit, the Board may not close that public comment period or the opportunity to register until the full time for public comment has elapsed. For any other public comment period, the Board shall allow a reasonable amount of time to allow members of the public to provide public comment and to register to do so. (Government Code 54953)

The Board may continue to conduct all meetings by teleconference throughout one or more 45-day periods so long as, prior to the beginning of each 45-day period, the Board has reconsidered the circumstances of the state of emergency and determines that it continues to directly impact the ability of the Board to meet safely in person. (Government Code 54953)

Bylaw 9323.2: Actions By The Board

Status: DRAFT

Original Adopted Date: 06/06/2019

The Governing Board shall act by a majority vote of all of the membership constituting the Board, unless otherwise required by law. (Education Code 35164, 35165)

An "action" by the Board means: (Government Code 54952.6)

1. A collective decision by a majority of the Board members
2. A collective commitment or promise by a majority of the Board members to make a positive or negative decision
3. A vote by a majority of the Board members when sitting as the Board upon a motion, proposal, resolution, order, or ordinance

The Board shall not take action by secret ballot, whether preliminary or final. (Government Code 54953)

Actions taken by the Board in open session shall be recorded in the Board minutes. (Education Code 35145)

Action on Non-Agenda Items

The Board may take action on a subject not appearing on the posted meeting agenda only after publicly identifying the item and if any one of the following conditions are met: (Government Code 54954.2)

1. When a majority of the Board determines that an emergency situation exists, as defined for emergency meetings pursuant to Government Code 54956.5
2. When two-thirds of the members present, or if less than two-thirds of the members are present then by a unanimous vote of all members present, determine that the need to take immediate action came to the district's attention after the agenda was posted
3. When an item appeared on the agenda of, and was continued from, a meeting that occurred not more than five days earlier
4. Until December 31, 2025, when a Board member requests to participate by teleconference due to emergency circumstances pursuant to Government Code 54953 so long as the timing of the request did not allow for sufficient time to place it on the agenda

Challenging Board Actions

Before seeking to file a civil action to stop or prevent a Brown Act violation or to invalidate a prior action taken by the Board, the district attorney's office or interested person shall first present a demand to "cure and correct" the alleged violation to the district. If the district receives a proper demand from the district attorney's office or any interested person to "cure and correct" an alleged violation of the Brown Act, the Board shall consult with legal counsel on if and how to respond as provided by law. (Government Code 54960-54960.5)

Exhibit 9323.2-E(1): Actions By The Board

Status: DRAFT

Original Adopted Date: Pending

RESTRICTIONS ON BOARD ACTIONS

This exhibit is a non-exhaustive list of the Governing Board actions that require more than a majority vote as well as restrictions and prohibitions on when the Board may take certain actions. Other such actions may exist and may be identified in the future.

Actions Requiring a Two-Thirds Vote of the Membership of the Board

1. Resolution declaring the Board's intention to sell or lease real property (Education Code 17466)
2. Resolution declaring the Board's intent to convey or dedicate property to the state or any political subdivision for the purposes specified in Education Code 17556 (Education Code 17557)
3. Resolution authorizing and directing the Board president, or any other presiding officer, secretary, or member, to execute a deed of dedication or conveyance of property to the state or a political subdivision (Education Code 17559)
4. Lease, for up to three months, of school property which has a residence on it and which cannot be developed for district purposes because funds are unavailable (Education Code 17481)
5. Request for temporary borrowing of funds needed for immediate requirements of the district to pay district obligations incurred before the receipt of district income for the fiscal year sufficient to meet the payment(s) (Government Code 53821)
6. Upon complying with Government Code 65352.2 and Public Resources Code 21151.2, action to render city or county zoning ordinances inapplicable to a proposed use of the property by the district so long the proposed use of property is not for nonclassroom facilities (Government Code 53094)
7. When the district is organized to serve only grades K-8, action to establish a community day school for any of grades K-8 (Education Code 48660)
8. When the district is organized to serve only grades K-8, has an average daily attendance (ADA) of 2,500 or less, or desires to operate a community day school to serve any of grades K-6 (and no higher grades) and seeks to situate a community day school on an existing school site, certification that satisfactory alternative facilities are not available for a community day school (Education Code 48661)
9. Decision to pursue the authorization and issuance of general obligation bonds pursuant to paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution and subdivision (b) of Section 18 of Article XVI of the California Constitution (Education Code 15266)
10. Resolution of necessity to proceed with an eminent domain action and, if the Board subsequently desires to use the property for a different use than stated in the resolution of necessity, a subsequent resolution so authorizing the different use (Code of Civil Procedure 1245.240, 1245.245)
11. When the district has a three-member Board and has adopted the procedures set forth in the Uniform Public Construction Cost Accounting Act (UPCCAA), action to respond to an emergency facilities condition without giving notice for bids to award contracts, including the repair or replacement of district facilities, the taking of any other action that is directly related to and immediately required by that emergency, the procurement of the necessary equipment, services, and supplies for those purposes, the delegation of authority to the Superintendent or designee to take such action, and the determination during a regular Board meeting of the need to continue the action (Public Contract Code 22035, 22050)

Actions Requiring a Two-Thirds Vote of the Board Members Present at the Meeting

1. Determination that there is a need to take immediate action and that the need for action came to the district's attention after the posting of the agenda. If less than two-thirds of the Board members are present at the meeting, a unanimous vote of all members present is required. (Government Code 54954.2)

2. Determination that a closed session is necessary during an emergency meeting. If less than two-thirds of the Board members are present, a unanimous vote of all members present is required. (Government Code 54956.5)

Actions Requiring a Four-Fifths Vote of the Membership of the Board

1. Resolution for district borrowing based on issuance of notes, tax anticipation warrants, or other evidences of indebtedness, in an amount up to 50 percent of the district's estimated income and revenue for the fiscal year or the portion not yet collected at the time of the borrowing (Government Code 53822, 53824)
2. Resolution for district borrowing, between July 15 and August 30 of any fiscal year, of up to 25 percent of the estimated income and revenue to be received by the district during that fiscal year from apportionments based on ADA for the preceding school year (Government Code 53823, 53824)
3. Declaration of an emergency in order to authorize the district to include a particular brand name or product in a bid specification (Public Contract Code 3400)
4. When the district has a five-member or seven-member Board and has adopted the procedures set forth in UPCCAA, action to respond to an emergency facilities condition without giving notice for bids to award contracts, including the repair or replacement of district facilities, the taking of any other action that is directly related to and immediately required by that emergency, the procurement of the necessary equipment, services, and supplies for those purposes, the delegation of authority to the Superintendent or designee to take such action, and the determination during a regular Board meeting of the need to continue the action (Public Contract Code 22035, 22050)
5. Resolution to award a contract for a public works project at \$212,500 or less to the lowest responsible bidder, when the district is using the informal process authorized under the UPCCAA for projects of \$200,000 or less, all bids received are in excess of \$200,000, and the Board determines that the district's cost estimate was reasonable (Public Contract Code 22034)

Actions Requiring a Four-Fifths Vote of the Board Members Present at the Meeting

1. Approval of the expenditure and transfer of necessary funds and use of district property or personnel to meet a national or local emergency created by war, military, naval, or air attack, or sabotage, or to provide for adequate national or local defense (Government Code 53790-53792)

Actions Requiring a Unanimous Vote of the Membership of the Board

1. Resolution authorizing and prescribing the terms of a lease of district property for extraction and taking of gas not associated with oil (Education Code 17510, 17511)
2. Authorization of the use of day labor or force account, or waiver of the competitive bid process pursuant to Public Contract Code 20111, when the Board determines that an emergency exists requiring the repair, alteration, work, or improvement to any facility to permit the continuance of existing classes or to avoid danger to life or property, and upon approval of the County Superintendent of Schools (Public Contract Code 20113)

Actions Requiring a Unanimous Vote of the Board Members Present at the Meeting

1. Private sale of surplus property without advertisement in order to establish that such property is not worth more than \$2,500. Disposal of surplus property or donation to a charitable organization requires the unanimous vote of the Board members present to establish that the value of such property would not defray the cost of arranging its sale. (Education Code 17546)

Actions Required to Occur During a Regular Board Meeting

1. Termination of the Superintendent or an assistant superintendent without cause (Education Code 35150)
2. Discussion or action regarding the contract, salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1 (Government Code 54956)

Prohibitions on Certain Board Actions

1. Termination of the Superintendent or an assistant superintendent without cause within 30 days after the first convening of the Board after an election at which one or more Board members are elected or recalled (Education Code 35150)
 2. When the District is disposing of surplus land and has received a notification from the Department of Housing and Community Development pursuant to Government Code 54230.5 with regard to the surplus land, final action to ratify or approve the proposed disposal of surplus land unless the district holds an open and public meeting in compliance with Government Code 54230.7 to review and consider the substance of the notice
-

Regulation 4112.5: Criminal Record Check

Status: DRAFT

Original Adopted Date: 06/07/2005

The Superintendent or designee shall not hire or retain in employment, in a certificated or classified position, a person who has been convicted of a violent or serious felony as defined in Penal Code 667.5(c) or 1192.7(c), a controlled substance offense as defined in Education Code 44011, or a sex offense as defined in Education Code 44010. However, the Superintendent or designee shall not deny or terminate employment solely on the basis that the person has been: (Education Code 44830.1, 44836, 45122.1, 45123)

1. Convicted of a violent or serious felony, controlled substance offense, or sex offense, and the conviction is reversed and the person is acquitted of the offense in a new trial or the charges against the person are dismissed, unless the sex offense for which the conviction is dismissed pursuant to Penal Code 1203.4 involves a victim who was a minor
2. Convicted of a violent or serious felony and has obtained a certificate of rehabilitation or a pardon
3. Convicted of a serious felony, that is not also a violent felony, and has proven to the sentencing court that rehabilitation for purposes of school employment has been attained for at least one year
4. Convicted of a controlled substance offense and is applying for or is employed in a certificated position and has a credential issued by the Commission on Teacher Credentialing
5. Convicted of a controlled substance offense and is applying for or is employed in a classified position and has been determined by the Governing Board, from the evidence presented, to have been rehabilitated for at least five years

A certificated employee may be hired by the district without obtaining a criminal record summary if that employee is employed as a certificated employee in another California school district and became a permanent employee of another California school district as of October 1, 1997. (Education Code 44830.1, 44836)

Pre-Employment Record Check

The Superintendent or designee shall require each person to be employed by the district to submit fingerprints electronically through the Live Scan system so that a criminal record check may be conducted by the Department of Justice (DOJ). The Superintendent or designee shall provide the applicant with a Live Scan request form and a list of nearby Live Scan locations.

When a person is applying for a classified position, the Superintendent or designee shall request that the DOJ also obtain a criminal record check through the Federal Bureau of Investigation whenever the applicant meets one of the following conditions: (Education Code 45125)

1. The applicant has not resided in California for at least one year immediately preceding the application for employment.
2. The applicant has resided in California for more than one year, but less than seven years, and the DOJ has ascertained that the person was convicted of a sex offense where the victim was a minor or a drug offense where an element of the offense is either the distribution to or the use of a controlled substance by a minor.

The Superintendent or designee shall immediately notify the DOJ when an applicant who has submitted fingerprints to the DOJ is not subsequently employed by the district. (Penal Code 11105.2)

Subsequent Arrest Notification

The Superintendent or designee shall enter into a contract with the DOJ to receive notification of subsequent arrests resulting in conviction of any person whose fingerprints have been submitted to the DOJ. (Education Code 44830.1, 45125; Penal Code 11105.2)

Upon telephone or email notification by the DOJ that a current temporary employee, substitute employee, or probationary employee serving before March 15 of the employee's second probationary year has been convicted of a violent or serious felony, the Superintendent or designee shall immediately place that employee on leave without pay. (Education Code 44830.1, 45122.1)

When the district receives written electronic notification by the DOJ of the fact of conviction, the temporary employee, substitute employee, or probationary employee serving before March 15 of the employee's second probationary year shall be terminated automatically unless the employee challenges the DOJ record and the DOJ withdraws its notification in writing. Upon receipt of the written withdrawal of notification by the DOJ, the Superintendent or designee shall immediately reinstate the employee with full restoration of salary and benefits for the period of time from the suspension without pay to the reinstatement if the employee is still employed by the district. (Education Code 44830.1, 45122.1)

The Superintendent or designee shall immediately notify the DOJ whenever a person whose fingerprints are maintained by the DOJ is terminated. (Penal Code 11105.2)

Notification of Applicant/Employee

The Superintendent or designee shall expeditiously furnish a copy of any DOJ notification to the applicant or employee to whom it relates if the information is a basis for an adverse employment decision. The copy shall be delivered in person or to the last contact information provided by the applicant or employee. (Penal Code 11105, 11105.2)

Maintenance of Records

The Superintendent shall designate at least one custodian of records who shall be responsible for the security, storage, dissemination, and destruction of all Criminal Offender Record Information (CORI) furnished to the district and shall serve as the primary contact for the DOJ for any related issues. (Penal Code 11102.2)

An employee designated as custodian of records shall receive a criminal background check clearance from the DOJ prior to serving in that capacity. (Penal Code 11102.2)

The custodian of records shall sign and return to the DOJ the Employee Statement Form acknowledging an understanding of the laws prohibiting misuse of CORI. In addition, the custodian of records shall ensure that any individual with access to CORI has on file a signed Employee Statement Form.

To ensure its confidentiality, CORI shall be accessible only to the custodian of records and shall be kept in a locked file separate from other files. CORI shall be used only for the purpose for which it is requested and its contents shall not be disclosed or reproduced. (Education Code 44830.1, 45125)

Once a hiring determination is made, the applicant's CORI shall be destroyed to the extent that the identity of the individual can no longer be reasonably ascertained. (Education Code 44830.1, 45125; 11 CCR 708)

The Superintendent or designee shall immediately notify the DOJ whenever a designated custodian of records ceases to serve in that capacity. (Penal Code 11102.2)

Exhibit 4112.5-E(1): Criminal Record Check

Status: DRAFT

Original Adopted Date: Pending

**SAMPLE EMPLOYEE STATEMENT FORM
USE OF CRIMINAL JUSTICE INFORMATION**

As an employee/volunteer of Tipton Elementary School District, you may have access to confidential criminal record information which is controlled by state and federal statutes. Misuse of such information may adversely affect the individual's civil rights and violate constitutional rights of privacy. Penal Code 502 prescribes the penalties relating to computer crimes. Penal Code 11105 and 13300 identify who has access to criminal history information and under what circumstances it may be disseminated. Penal Code 11140-11144 and 13301-13305 prescribe penalties for misuse of criminal history information. Government Code 6200 prescribes felony penalties for misuse of public records. Penal Code 11142 and 13300 state:

"Any person authorized by law to receive a record or information obtained from a record who knowingly furnishes the record or information to a person not authorized by law to receive the record or information is guilty of a misdemeanor."

Civil Code 1798.53, Invasion of Privacy, states:

"Any person who intentionally discloses information, not otherwise public, which they know or should reasonably know was obtained from personal or confidential information maintained by a state agency or from records within a system of records maintained by a federal government agency, shall be subject to a civil action, for invasion of privacy, by the individual."

CIVIL, CRIMINAL, AND ADMINISTRATIVE PENALTIES:

- Penal Code 11141: DOJ furnishing to unauthorized person (misdemeanor)
- Penal Code 11142: Authorized person furnishing to other (misdemeanor)
- Penal Code 11143: Unauthorized person in possession (misdemeanor)
- California Constitution, Article I, Section 1 (Right to Privacy)
- Civil Code 1798.53, Invasion of Privacy
- Title 18 USC 641, 1030, 1951, and 1952

Any employee who is responsible for such misuse may be subject to immediate dismissal. Violations of this law may result in criminal and/or civil action.

I HAVE READ THE ABOVE AND UNDERSTAND THE POLICY REGARDING MISUSE OF CRIMINAL RECORD INFORMATION.

Signature _____ Date _____

Printed Name _____ Title _____

Name of District _____

PLEASE NOTE: Do not return this form to the DOJ. Your Custodian of Records should maintain these forms.

Policy 0450: Comprehensive Safety Plan

Status: DRAFT

Original Adopted Date: 02/05/2019 | **Last Revised Date:** 03/07/2023

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The Superintendent or designee shall oversee the development of a districtwide comprehensive safety plan that is applicable to each school site. (Education Code 32281)

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education (CDE) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to safeguard students and staff, secure affected school premises, and apprehend criminal perpetrator(s), shall be developed by the Superintendent or designee in accordance with Education Code 32281. In developing such strategies, the Superintendent or designee shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials and approve the tactical response plan, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Safety Plan(s) Access and Reporting

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents need not be publicly disclosed.

The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

The Superintendent or designee shall also provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

Regulation 0450: Comprehensive Safety Plan

Status: DRAFT

Original Adopted Date: 02/05/2019 | **Last Revised Date:** 03/07/2023

Development and Review of Comprehensive School Safety Plan

The school site council shall consult with local law enforcement, the local fire department, and other first responders in the writing and development of the comprehensive school safety plan. When practical, the school site council shall also consult with other school site councils and safety planning committees. (Education Code 32281, 32282)

Before adopting the comprehensive safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting, if available: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent/guardian organization at the school, including the parent teacher association and parent teacher clubs
4. A representative of each teacher organization at the school
5. A representative of the school's student body government
6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

After the first evaluation or review is conducted, and after each annual evaluation or review, a school employee, a student's parent/guardian or educational rights holder, or a student may bring concerns about an individual student's ability to access disaster safety procedures described in the comprehensive school safety plan to the principal. (Education Code 32282)

If the principal determines there is merit to a concern, the principal shall direct the school site council or school safety planning committee, to make appropriate modifications to the comprehensive school safety plan during the evaluation of the comprehensive safety plan. The principal may direct the school site council or the school safety planning committee to make such modifications before the evaluation, as appropriate. (Education Code 32282)

Content of the Comprehensive Safety Plan

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

The plan shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164-11174.3
2. Routine and emergency disaster procedures including, but not limited to:
 - a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973
 - b. An earthquake emergency procedure system in accordance with Education Code 32282
 - c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
8. A safe and orderly school environment conducive to learning
9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5
10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions
11. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.
12. For schools that serve students in any of grades 7-12, a protocol in the event a student is suffering or is reasonably believed to be suffering from an opioid overdose

Among the strategies for providing a safe environment, the comprehensive safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations
3. Strategies aimed at preventing potential incidents involving crime and violence on school campuses, including vandalism, drug and alcohol abuse, gang membership and violence, hate crimes, bullying, including bullying committed personally or by means of an electronic act, teen relationship violence, and discrimination and harassment, including sexual harassment

4. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education and literacy, character/values education, social and emotional learning, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence
5. Parent/guardian involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus
6. Provision of safety materials and emergency communications in language(s) understandable to parents/guardians
7. Annual notification to parents/guardians related to the safe storage of firearms
8. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
9. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction
10. District policy prohibiting the possession of firearms and ammunition on school grounds
11. Measures to prevent or minimize the influence of gangs on campus
12. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime
13. Procedures for the early identification and threat assessment of, and appropriate response to, suspicious and/or threatening digital media content
14. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus
15. Independent security assessment of the school's network infrastructure and selected web applications to identify vulnerabilities and provide recommendations to improve cybersecurity
16. Guidelines for the roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:
 - a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement
 - b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support
 - c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity
17. Strategies for suicide prevention and intervention
18. District policy and/or plan related to pandemics
19. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff
20. Crisis prevention and intervention strategies, which may include the following:
 - a. Identification of possible crises that may occur, determination of necessary tasks that need to be

addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

- b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
 - c. Assignment of staff members responsible for each identified task and procedure
 - d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
 - e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media
 - f. Communication with parents/guardians of reunification plans and the necessity of cooperating with first responders
 - g. Development of a method for the reporting of violent incidents
 - h. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling
21. Training on assessment and reporting of potential threats, violence prevention, and intervention techniques. Such training shall include preparation to implement the elements of the comprehensive safety plan
22. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants
23. Continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible
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Policy 3516: Emergencies And Disaster Preparedness Plan

Status: DRAFT

Original Adopted Date: 06/12/2018

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, the Superintendent shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

Regulation 3516: Emergencies And Disaster Preparedness Plan

Status: DRAFT

Original Adopted Date: 06/12/2018

The Superintendent or designee shall ensure that district and/or school site plans address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff
2. Earthquake, flood, or other natural disasters
3. Environmental hazards, such as leakages or spills of hazardous materials
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
5. Bomb threat or actual detonation
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak
8. Attack or threat of attack to the district's digital network and technology infrastructure

The Superintendent or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:

1. Regular inspection of school facilities and equipment, identification of risks, and implementation of strategies and measures to increase the safety and security of school facilities
2. Routine monitoring of the security of the district's digital network and technology infrastructure
3. Instruction for district staff and students regarding emergency plans, including:
 - a. Training of staff in first aid and cardiopulmonary resuscitation
 - b. Regular practice of emergency procedures by students and staff
4. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
 - a. The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
 - b. Individuals responsible for specific duties
 - c. Designation of the principal for the overall control and supervision of activities at each school during an emergency, including authorization to use discretion in situations which do not permit execution of prearranged plans
 - d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
 - e. Assignment of responsibility for identification of injured persons and administration of first aid
5. Personal safety and security, including:
 - a. Identification of areas of responsibility for the supervision of students
 - b. Procedures for the evacuation of students and staff, including posting of evacuation routes

- c. Procedures for the release of students, including a procedure to release students when reference to the emergency card is not feasible
 - d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
 - e. Provision of a first aid kit to each classroom
 - f. Arrangements for students and staff with special needs
 - g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease
6. Closure of schools, including an analysis of:
- a. The impact on student learning and methods to ensure continuity of instruction
 - b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians
7. Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:
- a. Identification of spokesperson(s)
 - b. Development and testing of communication platforms, such as hotlines, automatic dialing devices, telephone trees, websites, social media, and electronic notifications
 - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
 - d. Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians
8. Cooperation with other state and local agencies, including:
- a. Development of guidelines for law enforcement involvement and intervention
 - b. Collaboration with the local health department, including development of a tracking system to alert the local health department of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease
9. Steps to be taken after the disaster or emergency, including:
- a. Inspection of school facilities
 - b. Provision of mental health services for students and staff, as needed
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Policy 3550: Food Service/Child Nutrition Program

Status: DRAFT

Original Adopted Date: 01/09/2007 | **Last Revised Date:** 09/06/2022

The Governing Board recognizes that adequate, nourishing food is essential to student health and well-being, development, and ability to learn. The Superintendent or designee shall develop strategies to increase students' access to and participation in the district's food service programs and maintain fiscal integrity of the programs in accordance with law.

Each school day, a nutritionally adequate breakfast and lunch shall be made available at no cost to any student who requests a meal, including a student enrolled in an independent study program on any school day in which the student is scheduled for in-person educational activities of two or more hours. A nutritionally adequate breakfast or lunch is one that qualifies for reimbursement under the most current meal pattern for the federal School Breakfast Program or National School Lunch Program.

After a student has been provided a school meal at no cost, the district may sell the student the entrée from an additional nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service. (Education Code 49431)

Foods and beverages available through the district's food service program shall:

1. Be carefully selected so as to contribute to students' nutritional well-being and the prevention of disease
2. Meet or exceed nutrition standards specified in law
3. Be prepared in ways that will appeal to students, retain nutritive quality, and foster lifelong healthful eating habits
4. Be served in age-appropriate portions

At the beginning of each school year, the Superintendent or designee shall communicate information related to the district's food service programs to the public through available means, including, but not limited to, the district's website, social media, flyers, and school publications.

The district's food service program shall give priority to serving freshly prepared onsite meals, using whole or minimally processed sustainable foods which are locally grown or produced, including fresh fruits and vegetables, and providing plant-based or restricted diet food options for students.

District schools are encouraged to establish school gardens and/or farm-to-school projects to increase the availability of safe, fresh, seasonal fruits and vegetables for school meals, positively impact students' knowledge related to food and nutrition, support the district's nutrition education program, and increase students' consumption of these foods and participation in school meals.

Students shall be allowed adequate time and space to eat meals. (Education Code 49501.5)

To the extent possible, school, recess, and transportation schedules shall be designed to promote participation in school meal programs.

The Superintendent or designee shall periodically review the adequacy of school cafeterias and facilities for food preparation and consumption.

In accordance with law, the Superintendent or designee shall develop and maintain a food safety program in order to

reduce the risk of foodborne hazards at each step of the food preparation and service process.

The Superintendent or designee shall annually report to the Board on student participation in the district's nutrition programs and the extent to which the district's food service program meets state and federal nutrition standards for foods and beverages. In addition, the Superintendent or designee shall provide all necessary and available documentation required for the Administrative Review conducted by the California Department of Education (CDE) to ensure the food service program's compliance with federal requirements related to nutrition standards, meal patterns, provision of drinking water, school meal environment, food safety, and other areas as required by CDE.

Regulation 3550: Food Service/Child Nutrition Program

Status: DRAFT

Original Adopted Date: 10/02/2012 | **Last Revised Date:** 09/06/2022

Nutrition Standards for School Meals

Meals, food items, and beverages provided through the district's food services program shall: (Education Code 49501.5, 49553; 42 USC 1758, 1773)

1. Comply with National School Lunch and/or Breakfast Program standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served, as specified in 7 CFR 210.10 or 220.8 as applicable
2. Not be deep fried, par fried, or flash fried, as defined in Education Code 49430 and 49430.7

Drinking Water

The district shall provide access to free, fresh drinking water during meal times in food service areas at all district schools, including, but not limited to, areas where reimbursable meals under the National School Lunch or Breakfast Program are served or consumed. (Education Code 38086; 42 USC 1758)

Special Milk Program

Any school that does not participate in the National School Lunch or Breakfast Program may participate in the Special Milk Program to provide all enrolled students with reasonably priced milk. (7 CFR 215.7)

Food Safety

The Superintendent or designee shall ensure that the district's food service program meets the applicable sanitation and safety requirements of the California Retail Food Code as set forth in Health and Safety Code 113700-114437.

For all district schools participating in the National School Lunch and/or School Breakfast Program, the Superintendent or designee shall implement a written food safety program for the storage, preparation, and service of school meals which complies with the national Hazard Analysis and Critical Control Point (HACCP) system. The district's HACCP plan shall include, but is not limited to, a determination of critical control points and critical limits at each stage of food production, monitoring procedures, corrective actions, and recordkeeping procedures. (42 USC 1758; 7 CFR 210.13, 220.7)

The Superintendent or designee shall ensure that food service directors, managers, and staff complete an annual continuing education or training as required by law. Each new employee, including a substitute, or volunteer shall complete initial food safety training prior to handling food. For each employee, the Superintendent or designee shall document the date, trainer, and subject of each training.

The Superintendent or designee shall assign staff to maintain records and logs documenting food safety activities, including, but not limited to, records of food deliveries, time and temperature monitoring during food production, equipment temperature (freezer, cooler, thermometer calibration), corrective actions, verification or review of safety efforts, and staff training.

Inspection of Food Facilities

All food preparation and service areas shall be inspected in accordance with Health and Safety Code 113725-113725.1 and applicable county regulations.

Each school participating in the National School Lunch and/or Breakfast Program shall, during each school year, obtain a minimum of two food safety inspections conducted by the county environmental health agency. (42 USC 1758; 7 CFR 210.13, 220.7)

The Superintendent or designee shall retain records from the most recent food safety inspection. All schools shall post a notice indicating that the most recent inspection report is available to any interested person upon request. (Health and Safety Code 113725.1; 42 USC 1758; 7 CFR 210.13, 210.15, 220.7)

Policy 3551: Food Service Operations/Cafeteria Fund

Status: DRAFT

Original Adopted Date: 05/03/2018 | **Last Revised Date:** 09/06/2022

The Governing Board intends that school food services shall be a self-supporting, nonprofit program. To ensure program quality and cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

At the Board's discretion, district funds other than the cafeteria fund may be used for the purchase of school meals.

The Superintendent or designee shall ensure that food service director(s) possess the qualifications required by 7 CFR 210.30 and California Department of Education (CDE) standards.

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by CDE. (42 USC 1776)

Meal Sales

Each school day, a nutritionally adequate breakfast and lunch shall be made available at no cost to any student who requests a meal, including a student enrolled in an independent study program on any school day in which the student is scheduled for in-person educational activities of two or more hours. After such school meals have been made available to a student, the district may sell the student the entrée from an additional nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service. (Education Code 49431, 49501.5)

As permitted by law, adult meals and other nonprogram foods, such as smart snack compliant food and beverages sold in vending machines, may be sold to students. (Education Code 38082, 49431, 49501.5)

Meals may be sold to district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

In addition, meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are authorized by the Superintendent or designee to be on campus. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760.

The Superintendent or designee shall establish strategies and procedures for the collection of meal payments. Such procedures shall conform with 2 CFR 200.426 and any applicable CDE guidance. The Superintendent or designee shall clearly communicate these procedures to students and parents/guardians, and shall make this policy and the accompanying administrative regulation available to the public pursuant to Education Code 49557.5.

Cafeteria Fund and Account

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and for reasonable and necessary indirect program costs as allowed by law.

The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

Contracts with Outside Services

With Board approval, the district may enter into a contract for food service consulting services or management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

Procurement of Foods, Equipment, and Supplies

To the maximum extent practicable, foods purchased for use in school meals by the district or by any entity purchasing food on its behalf shall be domestic commodities or products. Domestic commodity or product means an agricultural commodity that is produced in the United States and a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States. (42 USC 1760; 7 CFR 210.21)

The district's food service program shall give priority to serving freshly prepared onsite meals, using whole or minimally processed sustainable foods which are locally grown or produced, including fresh fruits and vegetables, and to providing plant-based or restricted diet food options for students.

When soliciting for bids and contracts for the purchase of an agricultural food product, the district shall specify in the solicitation that only the purchase of agricultural food products grown, packed, or processed domestically is authorized, unless a specific exception applies. A nondomestic food product may be purchased for use in the district's food service program only as a last resort when the product is not produced or manufactured in the United States in sufficient and reasonably available quantities of a satisfactory quality, the quality of the domestic product is inferior to the quality of the nondomestic product, or the bid or price of the nondomestic product is more than 25 percent lower than the bid or price of the domestic product. In such cases, the Superintendent or designee shall retain documentation justifying the use of the exception for three years from the date of purchase. (Food and Agriculture Code 58596.3)

Furthermore, the district shall accept a bid or price for an agricultural food product grown in California before accepting a bid or price for a domestic agricultural food product that is grown outside the state, if the quality of the California-grown product is comparable and the bid or price does not exceed the lowest bid or price for domestic product produced outside the state. (Food and Agriculture Code 58595)

Bid solicitations and awards for purchases of equipment, materials, or supplies in support of the district's child nutrition program, or for contracts awarded pursuant to Public Contract Code 2000, shall be consistent with the federal procurement standards in 2 CFR 200.318-200.326. Awards shall be let to the most responsive and responsible party. Price shall be the primary consideration, but not the only determining factor, in making such an award. (Public Contract Code 20111)

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by CDE to ensure compliance of the district's food service program with federal requirements.

Regulation 3551: Food Service Operations/Cafeteria Fund

Status: DRAFT

Original Adopted Date: 05/03/2018 | **Last Revised Date:** 09/06/2022

Payments for Meals

The Superintendent or designee shall maintain a system for accurately recording payments received and tracking meals provided to each student.

At the beginning of the school year, the Superintendent or designee shall communicate the district's meal payment policies through multiple methods, including, but not limited to:

1. Explaining the meal charge policy within registration materials provided to parents/guardians at the start of the school year
2. Including the policy in print versions of student handbooks, if provided to parents/guardians annually
3. Providing the policy whenever parents/guardians are notified regarding the application process for free and reduced-price meals, such as in the distribution of eligibility forms at the start of the school year
4. Posting the policy on the district's website

Reimbursement Claims

The Superintendent or designee shall maintain records of the number of meals served each day by school site and by category of free and reduced-price meals. The Superintendent or designee shall submit reimbursement claims for school meals to the California Department of Education (CDE) using the online Child Nutrition Information and Payment System.

Minimizing Food Waste and Reducing Food Insecurity

The District shall take steps to minimize food waste and reduce food insecurity in district schools. (Health and Safety Code 114079)

The Superintendent or designee shall arrange to recover the maximum amount of edible food that would otherwise be disposed for donation to a local food recovery organization. (14 CCR 18991.3)

The district may also provide sharing tables where students and staff may return appropriate unused cafeteria food items to be made available to students during the course of a regular school meal time. If food on the sharing tables is not taken by a student, the school cafeteria may donate the food to a food bank or any other nonprofit charitable organization. (Health and Safety Code 114079)

Food that may be donated includes prepackaged, nonpotentially hazardous food with the packaging still intact and in good condition, whole uncut produce that complies with Health and Safety Code 113992, unopened bags of sliced fruit, unopened containers of milk that are immediately stored in a cooling bin maintained at 41 degrees Fahrenheit or below, and perishable prepackaged food if it is placed in a proper temperature-controlled environment. The preparation, safety, and donation of food shall be consistent with Health and Safety Code 113980. (Health and Safety Code 114079)

The Superintendent or designee shall maintain records related to edible food recovery including a list of each food recovery service or organization that collects or receives the district's edible food, contact information for the service or organization, the types of food, frequency, and quantity that will be collected or hauled by the district, and a copy of contracts or written agreements between the district and food recovery services or organizations. (14 CCR 18991.4)

Cafeteria Fund and Account

All proceeds from food sales and other services offered by the cafeteria shall be deposited in the cafeteria fund as provided by law. (Education Code 38090, 38093)

The cafeteria fund shall be used only for those expenditures authorized by the Governing Board as necessary for the operation of school cafeterias in accordance with Education Code 38100-38103, 2 CFR Part 200 Appendix VII, and the California School Accounting Manual.

The district may use cafeteria funds to supplement the provision of a nutritionally adequate breakfast and/or lunch to district students when permitted by law.

Any charges to, or transfers from, a food service program shall be dated and accompanied by a written explanation of the purpose of and basis for the expenditure. (Education Code 38101)

Indirect costs charged to the food service program shall be based on either the district's prior year indirect cost rate as approved by CDE or the statewide average approved indirect cost rate for the second prior fiscal year, whichever is less. (Education Code 38101)

Net cash resources in the nonprofit school food service shall not exceed six months' average expenditures. (7 CFR 210.14, 220.7)

U.S. Department of Agriculture Foods

The district shall provide facilities for the storage and control of foods received through the U.S. Department of Agriculture (USDA) that protect against theft, spoilage, damage, or other loss. Such storage facilities shall maintain donated foods in sanitary conditions, at the proper temperature and humidity, and with adequate air circulation. The district shall comply with all federal, state, or local requirements related to food safety and health and procedures for responding to a food recall, as applicable, and shall obtain all required health inspections. (7 CFR 250.14)

The Superintendent or designee shall maintain inventories of USDA foods in accordance with 7 CFR 250.59 and CDE procedures, and shall ensure that foods are used before their expiration dates.

USDA donated foods shall be used in school lunches as far as practicable. USDA foods also may be used in other nonprofit food service activities, including, but not limited to, school breakfasts or other meals, a la carte foods sold to students, meals served to adults directly involved in the operation and administration of the food service and to other school staff, and training in nutrition, health, food service, or general home economics instruction for students, provided that any revenues from such activities accrue to the district's nonprofit food service account. (7 CFR 250.59)

Contracts with Outside Services

The term of any contract for food service management or consulting services shall not exceed one year. Any renewal of the contract or further requests for proposals to provide such services shall be considered on a year-to-year basis. (Education Code 45103.5; 7 CFR 210.16)

Any contract for management of the food service operation shall be approved by CDE and comply with the conditions in Education Code 49554 and 7 CFR 210.16 as applicable. The district shall retain control of the quality, extent, and general nature of its food services. (Education Code 49554; 42 USC 1758; 7 CFR 210.16)

Any contract for consulting services shall not result in the supervision of food service classified staff by the management consultant, nor shall it result in the elimination of any food service classified staff or position or have any adverse effect on the wages, benefits, or other terms and conditions of employment of classified food service staff or positions. All persons providing consulting services shall be subject to applicable employment conditions related to health and safety as listed in Education Code 45103.5. (Education Code 45103.5)

Policy 3553: Free And Reduced Price Meals

Status: DRAFT

Original Adopted Date: 05/03/2018 | **Last Revised Date:** 09/06/2022

The Governing Board recognizes that adequate nutrition is essential to the development, health and well-being, and learning of all students. The Superintendent or designee shall facilitate and encourage the participation of all students in the district's food service program.

Each school day, the district shall make available, free of charge, one nutritionally adequate breakfast and one nutritionally adequate lunch for any student who requests a meal. (Education Code 49501.5)

After a student has been provided a school meal at no cost, the district may sell the student the entrée from an additional nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service. (Education Code 49431)

To provide optimal nutrition and ensure that schools receive maximum federal meal reimbursement, the Superintendent or designee shall assess the eligibility of district schools to operate a federal universal meal service provision, such as Provision 2 or the Community Eligibility Provision, pursuant to 42 USC 1759a. The Superintendent or designee shall submit an application to operate a federal universal meal provision to the California Department of Education (CDE) on behalf of any district school that meets the definition of a "high poverty school." (Education Code 49564.3)

The Superintendent or designee shall ensure that meals served under the school nutrition program meet applicable state and/or federal nutritional standards, as specified in law and district-adopted guidelines.

The Board shall approve, and shall submit to CDE for approval, a plan that ensures that students eligible to receive free or reduced-price meals are not treated differently from other students and that meets other requirements specified in Education Code 49557.

Confidentiality/Release of Records

All applications and records related to eligibility for the free and reduced-price meal program shall be confidential and may not be disclosed except as provided by law and authorized by the Board or pursuant to a court order. (Education Code 49558)

The Board authorizes designated employees to use records pertaining to an individual student's eligibility for the free and reduced-price meal program for the following purposes: (Education Code 49558)

1. Disaggregation of academic achievement data
2. Identification of students eligible for services under the federal Elementary and Secondary Education Act pursuant to 20 USC 6301-6576
3. Facilitation of targeted educational services and supports to individual students based on the local control accountability plan

If a student transfers from the district to another district, charter school, county office of education program, or private school, the Superintendent or designee may share the student's meal eligibility information to the other educational agency to assist that other educational agency in ensuring that the student continues to receive school meals.

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to another school district, charter school, or county office of education that is serving a student living in the same household for purposes related to program eligibility and data used in local control funding

formula (LCFF) calculations. (Education Code 49558)

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining allocations under the LCFF and for assessing accountability of that funding. (Education Code 49558)

The Superintendent or designee may release information on the school lunch program application to the local agency that determines eligibility for participation in the Medi-Cal program if the student has been approved for free meals or, if included in the agreement with the local agency, for reduced-price meals. The Superintendent or designee also may release information on the school lunch application to the local agency that determines eligibility for CalFresh or another nutrition assistance program authorized under 7 CFR 210.1 if the student has been approved for free or reduced-price meals. Information may be released for these purposes only if the student's parent/guardian consents to the sharing of information and the district has entered into a memorandum of understanding with the local agency which, at a minimum, includes the roles and responsibilities of the district and local agency and the process for sharing the information. After sharing information with the local agency for purposes of determining eligibility for that program, no further information shall be shared unless otherwise authorized by law. (Education Code 49557.2, 49557.3, 49558)

Regulation 3553: Free And Reduced Price Meals

Status: DRAFT

Original Adopted Date: 05/03/2018

Applications

The Superintendent or designee shall ensure that the district's application form for free and reduced-price meals and related materials include the statements specified in Education Code 49557 and 7 CFR 245.5. The district's application packet shall include the notifications and information listed in Education Code 49557.2.

The application form and related information shall be distributed in paper form to all parents/guardians at the beginning of each school year and shall be available to students at all times during the school day. (Education Code 48980, 49520, 49557; 42 USC 1758; 7 CFR 245.5)

In addition, the district application form for free and reduced price meals shall be available online. The online application form shall require completion of only those questions necessary for determining eligibility, contain clear instructions for families that are experiencing homelessness or who are migratory and comply with other requirements specified in Education Code 49557.

An application form and related information shall also be provided whenever a new student is enrolled.

At the beginning of each school year, the Superintendent or designee shall send a public release, containing the same information supplied to parents/guardians and including eligibility criteria, to local media, the local unemployment office, and any major employers in the district attendance area contemplating large layoffs. Copies of the public release shall be made available upon request to any interested person. (7 CFR 245.5)

Eligibility

The Superintendent or designee shall determine students' eligibility for the free and reduced-price meal program based on the criteria specified in 42 USC 1758 and 1773 and 7 CFR 245.1-245.13 and made available by the California Department of Education.

Participants in the CalFresh, California Work Opportunity and Responsibility to Kids (CalWORKS), and Medi-Cal programs shall be directly certified for enrollment in the free and reduced-price meal program without further application. Participants in other state or federal programs may be directly certified when authorized by law. (Education Code 49561, 49562; 42 USC 1758; 7 CFR 245.6)

Verification of Eligibility

Not later than November 15 of each year, the Superintendent or designee shall verify the eligibility of a sample of household applications approved for the school year in accordance with the sample sizes and procedures specified in 42 USC 1758 and 7 CFR 245.6a.

If the review indicates that the initial eligibility determination is correct, the Superintendent or designee shall verify the approved household application. If the review indicates that the initial eligibility determination is incorrect, the Superintendent or designee shall: (42 USC 1758; 7 CFR 245.6a)

1. If the eligibility status changes from reduced price to free, make the increased benefits immediately available and notify the household of the change in benefits
2. If the eligibility status changes from free to reduced price, first verify the application, then notify the household of the correct eligibility status, and, when required by law, send a notice of adverse action as described below
3. If the eligibility status changes from free or reduced price to paid, send the household a notice of adverse action as described below

If, as a result of verification activities, the eligibility of a household that is receiving free or reduced-price benefits cannot be confirmed, or if the household fails to cooperate with verification efforts, the Superintendent or designee shall reduce or terminate benefits, as applicable, and shall properly document and retain on file in the district the reasons for the household's ineligibility. At least 10 days prior to the actual reduction or termination, the Superintendent or designee shall send a notice of adverse action to the household. The notice shall advise the household of: (7 CFR 245.6a)

1. The change and the reasons for the change
2. The right to appeal, when the appeal must be filed to ensure continued benefits while awaiting a hearing and decision, and instructions on how to appeal
3. The right to reapply at any time during the school year

Confidentiality/Release of Records

The Superintendent designates the following district employee(s) to disclose a student's name and eligibility status from individual meal records only for the purpose of disaggregation of academic achievement data and/or the provision of services under the federal Elementary and Secondary Education Act pursuant to 20 USC 6301-6576.

Resource Teacher

In permitting the disclosure of student records for such purposes, the Superintendent or designee shall ensure that: (Education Code 49558)

1. No individual indicators of participation in the free and reduced-price meal program are maintained in the permanent records of any student if not otherwise allowed by law
2. Information regarding individual student participation in the free and reduced-price meal program is not publicly released
3. All other confidentiality provisions required by law are met
4. Information collected regarding individual students certified to participate in the free and reduced-price meal program is destroyed when no longer needed for its intended purpose

Nondiscrimination Plan

In implementing the district's food service programs for students who are eligible to receive free or reduced-price meals, the district shall ensure the following: (Education Code 49557; 42 USC 1758)

1. The names of the students shall not be published, posted, or announced in any manner, or used for any purpose other than the National School Lunch and School Breakfast Programs, unless otherwise provided by law
 2. There shall be no overt identification of any of the students by the use of special tokens or tickets or by any other means
 3. The students shall not be required to work for their meals
 4. The students shall not be required to use a separate dining area, go through a separate serving line or entrance, or consume their meals at a different time
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Policy 4111: Recruitment And Selection

Status: DRAFT

Original Adopted Date: 05/03/2018

The Governing Board is committed to employing suitable, qualified individuals to effectively carry out the district's vision, mission, and goals, and believes that students benefit when district staff reflects the racial, ethnic, linguistic, and cultural diversity of the district.

The Superintendent or designee shall develop equitable, fair, and transparent recruitment and selection processes and procedures that ensure individuals are selected for employment in the district based on demonstrated knowledge, skills, and competence and not on any bias, personal preference, or unlawful discrimination.

Additionally, the Superintendent or designee shall, through the recruitment and selection processes and procedures, seek to establish and maintain a diverse staff, including the active recruitment from institutions and organizations that serve populations underrepresented among district employees.

When a vacancy occurs, the Superintendent or designee shall review, as appropriate, the job description for the position to ensure that it accurately describes the major functions and duties of the position. The Superintendent or designee shall also disseminate job announcements to ensure a wide range of candidates.

When posting an employment opportunity, the Superintendent or designee shall include the pay scale for the open position. (Labor Code 432.2)

The Superintendent shall develop and maintain appropriate hiring procedures to identify the best possible candidates for a position. In doing so, an interview committee may be established to rank candidates and recommend finalists. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be confidential and consistent with law.

No inquiry shall be made about any information prohibited by state or federal nondiscrimination laws.

Unless otherwise provided for in law, the district may not discriminate against a person in hiring based on the person's use of cannabis off the job and away from the workplace, including that the district may not request information from an applicant related to the applicant's prior use of cannabis, apart from the applicant's criminal history, or penalize an applicant based on a drug screening which finds that the applicant has nonpsychoactive cannabis metabolites in the applicant's hair, blood, urine, or other bodily fluid. (Government Code 12954)

However, the district retains the right to maintain drug-free schools or prohibit employees from possessing, being impaired by, or using cannabis while on the job. (Government Code 12954)

The Superintendent or designee shall not inquire, orally or in writing, about an applicant's salary history information, including compensation and benefits. Additionally, the Superintendent or designee shall not rely on salary history information as a factor in determining whether to offer employment to an applicant or the salary to offer. However, the Superintendent or designee may consider salary information that is disclosable under state or federal law or that the applicant discloses voluntarily and without prompting. (Labor Code 432.3)

For each position, the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee.

Incentives

With Board approval and in accordance with district needs and any applicable collective bargaining agreements, the district may provide incentives to recruit teachers, administrators, or other employees, such as signing bonuses, assistance with beginning teacher induction and/or credential costs, mentoring, additional compensation, and/or subsidized housing.

Policy 4118: Dismissal/Suspension/Disciplinary Action

Status: DRAFT

Original Adopted Date: 03/01/2022 | **Last Revised Date:** 12/13/2022

The Governing Board expects all employees to perform their jobs satisfactorily, exhibit professional and appropriate conduct, and serve as positive role models both at school and in the community. A certificated employee may be disciplined for conduct or performance in accordance with law, the applicable collective bargaining agreement, Board policy, or administrative regulation.

Disciplinary action shall be based on the particular facts and circumstances involved and the severity of the conduct or performance.

The Superintendent or designee shall ensure that disciplinary actions are appropriately documented and taken in a consistent, nondiscriminatory manner. In addition, an employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for engaging in protected activities, or for acting to protect a student engaged in exercising any free speech or press right authorized by, or for refusing to infringe upon a student's conduct protected pursuant to, Education Code 48907 or 48950.

Disciplinary actions may include, but are not limited to, verbal and written warnings, suspension or leave without pay, or dismissal.

Suspension/Dismissal Procedures

The Superintendent shall notify the Board whenever there is cause to suspend or dismiss an employee pursuant to Education Code 44932 or 44933.

When the Board finds that there is cause to suspend or dismiss an employee pursuant to Education Code 44932 or 44933, it may formulate a written statement of charges specifying instances of behavior and the acts or omissions constituting the charge, the statutes and rules that the employee is alleged to have violated when applicable, and the facts relevant to each charge. The Board shall also review any duly signed and verified written statement of charges filed by any other person. (Education Code 44934, 44934.1)

Based on the written statement of charges, the Board may, upon majority vote, give notice to the employee of the Board's intention to suspend or dismiss the employee at the expiration of 30 days from the date the notice is served. (Education Code 44934, 44934.1)

Prior to serving a suspension or dismissal notice that includes a charge of unsatisfactory performance, the district shall give the employee written notice of the unsatisfactory performance that specifies the nature of the unsatisfactory performance with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct the faults and overcome the grounds for any unsatisfactory performance charges and, if applicable, that includes the evaluation made pursuant to Education Code 44660-44665. The written notice of the unsatisfactory performance shall be provided at least 90 days prior to the filing of the suspension or dismissal notice or prior to the last one-fourth of the school days in the year. (Education Code 44938)

Prior to serving a suspension or dismissal notice that includes a charge of unprofessional conduct, the district shall give the employee written notice that describes the nature of the unprofessional conduct with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct the faults and overcome the grounds for any unprofessional conduct charges and, if applicable, that includes the evaluation made pursuant to Education Code 44660-44665. The written notice of the unprofessional conduct shall be provided at least 45 days prior to the filing of the suspension or dismissal notice. (Education Code 44938)

Except for notices that only include charges of unsatisfactory performance, the written suspension or dismissal notice may be served at any time of year. Such notice shall be served upon the employee personally if given outside of the instructional year or, if given during the instructional year, may be served personally or by registered mail to the employee's last known address. Notices with a charge of unsatisfactory performance shall be given only during

the instructional year of the school site where the employee is physically employed and may be served personally or by registered mail to the employee's last known address. (Education Code 44936)

If an employee has been served notice and demands a hearing pursuant to Government Code 11505 and 11506, the Board shall either rescind its action or schedule a hearing on the matter. (Education Code 44941, 44941.1, 44943, 44944)

Pending suspension or dismissal proceedings for an employee who is charged with egregious misconduct, immoral conduct, conviction of a felony or of any crime involving moral turpitude, incompetency due to mental disability, or willful refusal to perform regular assignments without reasonable cause as prescribed by district rules and regulations, the Board may, if it deems it necessary, immediately suspend the employee from assigned duties. If the employee files a motion with the Office of Administrative Hearings for immediate reversal of the suspension based on a cause other than egregious misconduct, the Board may file a written response before or at the time of the hearing. (Education Code 44939, 44939.1)

When a suspension or dismissal hearing is to be conducted by a Commission on Professional Competence, the Board shall, no later than 45 days before the date set for the hearing, select one person with a currently valid credential to serve on the Commission. The appointee shall not be an employee of the district and shall have at least three years' experience within the past 10 years at the same grade span or assignment as the employee, as defined in Education Code 44944. (Education Code 44944)

Compulsory Leave of Absence

Upon being informed that a certificated employee has been charged with a mandatory leave of absence offense, the Superintendent or designee shall immediately place the employee on a compulsory leave of absence. (Education Code 44940, 44940.5)

Regulation 4118: Dismissal/Suspension/Disciplinary Action

Status: DRAFT

Original Adopted Date: 03/01/2022 | **Last Revised Date:** 12/13/2022

Causes for Suspension or Dismissal

A certificated employee with permanent status may be suspended without pay or dismissed only for one or more of the following causes: (Education Code 44932)

1. Immoral conduct including, but not limited to, egregious misconduct that is the basis for a sex offense or controlled substance offense described in Education Code 44010 or 44011 or child abuse and neglect as described in Penal Code 11165.2-11165.6
2. Unprofessional conduct
3. Commission, aiding, or advocating the commission of acts of criminal syndicalism
4. Dishonesty
5. Unsatisfactory performance
6. Evident unfitness for service
7. Physical or mental condition unfitting the employee to instruct or associate with children
8. Persistent violation of or refusal to obey the school laws or reasonable regulations of the state or district
9. Conviction of a felony or of any crime involving moral turpitude
10. Violation of Education Code 51530 or Government Code 1028 prohibiting the advocacy or teaching of communism
11. Alcoholism or other drug abuse that makes the employee unfit to instruct or associate with children

An employee may be suspended or dismissed on grounds of unprofessional conduct consisting of acts or omissions not listed above if the charge specifies instances of behavior deemed to constitute unprofessional conduct. (Education Code 44933)

Suspension/Dismissal of Permanent Employees

When a permanent certificated employee is charged with one or more of the offenses specified in the section "Causes for Suspension or Dismissal" above, the following procedures shall apply:

1. The person preparing a written statement of charges that there is cause to suspend or dismiss an employee shall submit the signed statement to the Governing Board, or a written statement of charges shall be formulated by the Board that cause to suspend or dismiss the permanent employee exists. (Education Code 44934, 44934.1)
2. The employee, upon receiving notice of the Board's intent to suspend or dismiss, may request a hearing on the matter. The hearing shall be conducted by the Commission on Professional Competence, except that any case involving only egregious misconduct shall be heard instead by an administrative law judge and, in any other case, the hearing may be conducted by an administrative law judge when both the district and the employee so stipulate. (Education Code 44943, 44944, 44944.05, 44944.1, 44944.3)
3. Except when the employee is charged solely with egregious misconduct, the district may amend the charges less than 90 days before the hearing only upon showing of good cause and upon approval of the administrative law judge. (Education Code 44934)

4. The employee shall be suspended or dismissed when the Commission on Professional Competence or administrative law judge has issued its decision upholding suspension or dismissal or, if the employee did not request a hearing, at the expiration of 30 days after service of the notice of intent to suspend or dismiss. (Education Code 44941, 44943, 44944)

The Superintendent or designee shall notify the Commission on Teacher Credentialing when the employment status of a certificated employee has been changed as a result of alleged misconduct or while an allegation of misconduct is pending. (Education Code 44030.5, 44242.5, 44940; 5 CCR 80303)

Suspension/Dismissal of Probationary Employees

The district may choose not to rehire probationary employees for the following school year without giving a statement of reasons if proper notice is provided by March 15 of the employee's second, complete, consecutive year of employment. (Education Code 44929.21, 44929.23)

During the school year, a probationary employee who is in the first or second year of service may be dismissed only for one or more of the causes listed in Items #1-11 in the section "Causes for Suspension or Dismissal" above or for unsatisfactory performance determined pursuant to Education Code 44660-44665. (Education Code 44948.2, 44948.3)

Whenever a first- or second-year probationary employee is so charged, the following procedures shall apply for dismissing the employee during the school year: (Education Code 44948.3)

1. The Superintendent or designee shall give 30 days' prior written notice of dismissal, not later than March 15 in the case of second-year probationary employees. The notice shall include a statement of the reasons for the dismissal, notice of the opportunity to appeal, and, if the cause is unsatisfactory performance, a copy of the evaluation conducted pursuant to Education Code 44664.
2. Upon receipt of the notice of dismissal, the employee may be dismissed if no request for a hearing is submitted to the Board within 15 days.
3. If a hearing is requested, the district may arrange for the appointment of an administrative law judge to conduct the hearing and to recommend a decision to the Board.

A probationary employee may be suspended without pay for a specified period of time as an alternative to dismissal. (Education Code 44948.3)

Compulsory Leave of Absence

Upon being informed that a certificated employee has been charged with a "mandatory leave of absence offense," the Superintendent or designee shall immediately place the employee on a leave of absence. A mandatory leave of absence offense includes: (Education Code 44830.1, 44940)

1. Any sex offense as defined in Education Code 44010
2. Violation or attempted violation of Penal Code 187, prohibiting murder or attempted murder
3. Any offense involving the unlawful sale, use, or exchange to minors of controlled substances as listed in Health and Safety Code 11054, 11055, and 11056

The Superintendent or designee may place on an immediate compulsory leave of absence a certificated employee who is charged with an "optional leave of absence offense," defined as a controlled substance offense specified in Education Code 44011 and Health and Safety Code 11357-11361, 11363, 11364, and 11370.1, except as it relates to marijuana, mescaline, peyote, or tetrahydrocannabinol. (Education Code 44940)

If an employee is charged with an offense that falls into both the mandatory and optional leave of absence definitions, the offense shall be treated as a mandatory leave of absence offense. (Education Code 44940)

An employee's compulsory leave for a mandatory or optional leave of absence offense may extend for not more than

10 days after the entry of judgment in the criminal proceedings. However, the compulsory leave may be extended if the Board gives notice, within 10 days after the entry of judgment in the proceedings, that the employee will be dismissed within 30 days from the date of service of the notice unless a hearing is demanded. (Education Code 44940, 44940.5)

During the period of compulsory leave, the employee shall be compensated in accordance with Education Code 44940.5.

Upon receipt of telephone or electronic notification from the Department of Justice that a current temporary, substitute, or probationary employee serving before March 15 of the second probationary year has been convicted of a violent or serious felony, the Superintendent or designee shall immediately place the employee on leave without pay. Upon receipt of electronic notification of the conviction from the Department of Justice, such employee shall be automatically terminated and without regard to any other termination procedure. (Education Code 44830.1)

Policy 4140: Bargaining Units

Status: DRAFT

Original Adopted Date: 12/05/2017 | **Last Revised Date:** 10/03/2023

The Governing Board recognizes the right of district employees to form a bargaining unit and to select an employee organization as the exclusive representative for the employees in the employees' employment relationship with the district. The Board is committed to negotiating in good faith with the exclusive representative and respecting the rights of employees and employee organizations.

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)

Employees shall not be prohibited from wearing union buttons, insignia, or other pictorial or written messages that favor or oppose the formation of a bargaining unit or any matter that is the subject of negotiations.

Formation of Bargaining Units

Certificated and classified employees shall not be included in the same bargaining unit. (Government Code 3545)

A bargaining unit of certificated or classified supervisory employees may only be recognized if the bargaining unit includes all certificated or classified supervisory employees, respectively, and is not represented by the same employee organization that represents district employees who are supervised by the supervisory employees. (Government Code 3545)

For this purpose, supervisory employee means any employee, regardless of job description, having authority, in the interest of the district, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or the responsibility to assign work to, direct, or adjust grievance of other employees, or effectively recommend that action, when the exercise of that authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 3540.1)

Employees serving in management, senior management, or confidential positions shall not be represented by an exclusive representative. In the employment relationship with the district, employees who serve in a management, senior management, or confidential position may represent themselves or be represented by an employee organization whose membership is composed entirely of employees designated as holding those positions. However, an employee organization representing management, senior management, or confidential employees shall not be permitted to meet and negotiate with the district on behalf of the employees. (Education Code 45100.5, Government Code 3543.4)

Management employee means an employee in a position having significant responsibilities for formulating district policies or administering district programs. (Government Code 3540.1)

Confidential employee means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions. (Government Code 3540.1)

Membership

The district shall not deter or discourage employees or job applicants from becoming or remaining members of an employee organization, authorizing representation by an employee organization, or authorizing dues or fee deductions to an employee organization. In addition, the district shall not impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3550, 3551.5)

District Communications to Employees

The Superintendent or designee may communicate with district employees regarding their rights to join and/or support or to refrain from joining or supporting an officially recognized employee organization. Such communications shall be factual and accurate and may not promise a benefit, threaten a reprisal, or in any way deter or discourage employees from joining an employee organization or paying dues.

The district may disseminate written documents, recorded messages, or other mass communications to actual or perspective employees represented by an exclusive representative concerning their rights to join and/or support, or refrain from joining and/or supporting, an employee organization only after the Superintendent or designee meets and confers with the exclusive representative concerning the content of the mass communication. If the district and exclusive representative do not come to agreement on the content of the mass communication and the district still chooses to disseminate it, the Superintendent or designee shall request that the exclusive representative provide a communication of reasonable length to the district that shall be disseminated to the employees at the same time as the district's own mass communication. (Government Code 3556)

Access to New Employee Orientations

The district shall permit each exclusive representative access to new employee orientation or onboarding process where newly hired employees represented by the exclusive representative are advised, whether in person, online, or through other means or mediums, of their employment status, rights, benefits, duties, responsibilities, or any other employment-related matters. The district shall provide the exclusive representative at least 10 days' notice in advance of an orientation, except that a shorter notice may be provided where there is an urgent need critical to the district's operations that was not reasonably foreseeable. (Government Code 3556)

Following a request to negotiate by either party, the structure, time, and manner of access to new employee orientations shall be determined by mutual agreement of the district and the exclusive representative. If the district and exclusive representative fail to reach an agreement, the structure, time, and manner of access to the new employee orientation shall be subject to compulsory interest arbitration. The district and the exclusive representative may mutually agree to submit any dispute to compulsory interest arbitration at any time. In addition, if any dispute arises during negotiations and is not resolved within 45 days after the first meeting or within 60 days after the initial request to negotiate, whichever is earlier, either party may make a demand for compulsory interest arbitration. When any such dispute arises during the summer when the district's administrative office is closed, the timeline shall commence on the first day the administrative office reopens. The arbitrator's decision shall be issued within 10 days and shall be final and binding on the parties. (Government Code 3556, 3557)

The date, time, and place of a new employee orientation shall not be disclosed to anyone other than employees, the exclusive representative, or a vendor that is contracted to provide a service for purposes of the orientation. (Government Code 3556)

Until June 30, 2025, unless the district and the exclusive representative have agreed otherwise, when the district has not conducted an in-person orientation within 30 days of hiring a new employee, the Superintendent or designee shall permit the exclusive representative to schedule an in-person meeting during employment hours at the new employee's worksite, during which the new employee shall have the opportunity to attend and shall be relieved of other duties for the purpose of attending the meeting. The district shall provide appropriate space at the worksite within seven calendar days of receiving a request from the exclusive representative. (Government Code 3556, 3557)

During this meeting, the exclusive representative shall be permitted to communicate directly with the new employees for up to 30 minutes of paid time. (Government Code 3556)

Access to Employee Contact Information

The Superintendent or designee shall provide an exclusive representative with the name, job title, department, work location, telephone numbers (work, home, and personal cell phone), of all employees represented by the exclusive representative on file with the district. An employee's personal email address shall only be disclosed if it used by the employee to conduct district business.

Such information shall be provided within 30 days of hire or by the first pay period of the month following hire for all

new employees represented by the exclusive representative, unless the exclusive representative has agreed to a different interval for the provision of the information. Additionally, the Superintendent or designee shall provide the exclusive representative with the same information for all employees represented by the exclusive representative every 120 days, unless more frequent disclosure is required by agreement with the exclusive representative. (Government Code 3558, 7928.300)

However, the Superintendent or designee shall not disclose: (Government Code 3558, 6205-6210, 6215-6216, 7928.300)

1. The home address and any phone numbers on file for employees performing law enforcement-related functions
2. The home address, home telephone or personal cell phone number(s), or personal email address(es) of any employee who is a participant in the Safe at Home address confidentiality program pursuant to Government Code 6205-6210 and 6215-16
3. The employee's home address, home telephone and personal cell phone numbers, and personal email address of an employee not performing law enforcement related functions if the employee has submitted a written request to the district to keep such information private. In such instances, the Superintendent or designee shall also remove the employee's home address, home telephone number, and personal cell phone number from any mailing list maintained by the district unless the list is only used by the district to contact the employee.

Within 20 calendar days after an exclusive representative notifies the Superintendent or designee that a list of employees provided by the district is inaccurate or incomplete, the Superintendent or designee shall take steps to correct the list and provide a new list of employees to the exclusive representative. (Government Code 3558)

The Superintendent or designee shall review the list of contact information for district employees at the beginning of each school year, or more often as appropriate.

Communications with Employees by Employee Organizations

Subject to reasonable regulation by the district, employee organizations shall have access, at reasonable times, to the work areas of employees represented by the employee organization and to district facilities for the purpose of meeting with employees represented by the employee organization. Access may be limited in instances where it would be disruptive to district operations. (Government Code 3543.1)

Additionally, subject to reasonable regulation by the district, employee organizations shall have the ability to use institutional bulletin boards, mailboxes, and other means of communication to communicate with employees represented by the employee organization. (Government Code 3543.1)

Membership Dues or Other Payments to an Employee Organization

When drawing an order for the salary or wage payment of a bargaining unit employee of an employee organization, the district shall deduct any amount that has been requested by the employee in a revocable written authorization for the purpose of paying dues or other payments for any service, program, or committee provided or sponsored by the employee organization. (Education Code 45060, 45168)

When an employee organization has certified to the district that it has and will maintain individual employee authorizations for payroll deductions, the district shall rely on information from the employee organization regarding the amounts of such payroll deductions and the employees to whom they apply and shall not handle or process employee written authorizations for the employees represented by such employee organization. The district also shall not require a copy of the written authorization to be submitted by the employee organization, except when there is a dispute about the existence or terms of the written authorization. (Education Code 45060, 45168)

A written authorization shall remain in effect until expressly revoked in writing by the employee and pursuant to the terms of the written authorization. Employee requests to cancel or change authorizations for payroll deductions for employee organizations shall be directed to the employee organization that represents the employee rather than the district. The employee organization shall be responsible for processing these requests. The district shall rely on the

information provided by the employee organization regarding whether deductions for an employee organization were properly canceled or changed. The employee organization shall be required to indemnify the district for any claims made by an employee for deductions made by the district in reliance on information from the employee organization. (Education Code 45060, 45168)

When an employee organization has declined to certify that it will handle and process written authorizations from employee(s) represented by the employee organization and makes a request for payroll deductions, the district shall request a copy of the written authorization for an employee before making the payroll deductions for that employee. (Education Code 45060, 45168)

Policy 4157: Employee Safety

Status: DRAFT

Original Adopted Date: 06/07/2005 | **Last Revised Date:** 01/12/2021

The Governing Board is committed to maximizing employee safety and believes that workplace safety is the responsibility of every employee. Working conditions and equipment shall comply with standards prescribed by federal, state, and local laws and regulations.

No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthful. (Labor Code 6402)

The Superintendent or designee shall promote safety and correct any unsafe work practices through education and enforcement.

All employees are expected to use safe work practices and, to the extent possible, correct any unsafe conditions that may occur. If an employee is unable to correct an unsafe condition, the employee shall immediately report the problem to the Superintendent or designee.

The Superintendent or designee shall establish and implement a written injury and illness prevention program that includes a workplace violence prevention plan and that provides employees with access to such program in accordance with law. (Labor Code 6401.7; 8 CCR 3203)

The Superintendent or designee shall make first aid materials readily available at district workplaces and shall make effective provisions to prepare for prompt medical treatment in the event of an employee's serious injury or illness. (8 CCR 3400)

No employee shall be discharged or discriminated against for exercising any right regarding employee safety or health specified in Labor Code 6310, including:

1. Making a report or complaint
 2. Instituting proceedings or causing proceedings to be instituted
 3. Testifying with regard to employee safety or health
 4. Participating in any occupational health and safety committee established pursuant to Labor Code 6401.7
 5. Requesting access to injury or illness reports and records
 6. Exercising any other right protected by the Occupational Safety and Health Act
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Regulation 4157: Employee Safety

Status: DRAFT

Original Adopted Date: 06/07/2005 | **Last Revised Date:** 01/12/2021

The Superintendent or designee shall provide safety devices and implement safeguards, methods, and processes that are reasonably necessary for the safety and health of employees in the workplace. (Labor Code 6401)

If the Department of Industrial Relations Division of Occupational Safety and Health (Cal/OSHA) prohibits entry into any district workplace or performance of a district operation or process based on a determination that the workplace exposes employees to the risk of an imminent hazard, including a machine, device, apparatus, or equipment that is in a dangerous condition or is dangerously placed, the Superintendent or designee shall post a notice of the hazard provided by Cal/OSHA in a conspicuous place at the work site. This notice shall not be removed except by an authorized representative of Cal/OSHA and only when the workplace, operation, or process is made safe, and the required safeguards, safety appliances, or devices are provided. (Labor Code 6325)

Injury and Illness Prevention Program

The district's injury and illness prevention program shall cover all district employees and all other workers whom the district controls or directs and directly supervises on the job to the extent that the workers are exposed to hazards specific to their worksite and job assignment. The obligation of contractors or other employers who control or direct and supervise their own employees on the job shall not be affected by the district's injury and illness prevention program. (Labor Code 6401.7)

The district's injury and illness prevention program shall include: (Labor Code 6401.7; 8 CCR 3203)

1. The name/position of the person(s) with authority and responsibility for implementing the program
2. A system for ensuring that employees comply with safe and healthful work practices, which may include, but are not limited to:
 - a. Recognition of employees who follow safe and healthful work practices
 - b. Training and retraining programs
 - c. Disciplinary actions
3. A system for communicating with employees in a form readily understandable by all employees on matters related to occupational health and safety, including provisions designed to encourage employees to report hazards at the worksite without fear of reprisal. The communications system may include, but is not limited to:
 - a. Meetings
 - b. Training programs
 - c. Posting
 - d. Written communications
 - e. A system of anonymous notification by employees about hazards
 - f. A labor/management safety and health committee
4. Procedures for identifying and evaluating workplace hazards, including scheduled periodic inspections to identify unsafe conditions and work practices. Such inspections shall be made:
 - a. Whenever new substances, processes, procedures, or equipment that represents a new occupational safety or health hazard is introduced into the workplace
 - b. Whenever the district is made aware of a new or previously unrecognized hazard

5. A procedure for investigating occupational injury or illness
6. Methods and/or procedures for correcting unsafe or unhealthful conditions, work practices, and work procedures in a timely manner, based on the severity of the hazard, when the hazard is observed or discovered

When an imminent hazard exists that cannot be immediately abated without endangering employee(s) and/or property, these procedures shall call for the removal of all exposed staff from the area except those necessary to correct the hazardous condition. Employees needed to correct the condition shall be provided with the necessary safeguards.

7. Provision of training and instruction as follows:
 - a. To all new employees
 - b. To all employees given new job assignments for which training has not previously been received
 - c. Whenever new substances, processes, procedures, or equipment are introduced into the workplace and represent a new hazard
 - d. Whenever the district is made aware of a new or previously unrecognized hazard
 - e. To supervisors, to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed
8. A written workplace violence prevention plan developed and implemented in accordance with Labor Code 6401.9 (Labor Code 6401.7)

The plan, which shall be easily accessible to all employees at all times, shall be in effect at all times and in all work areas, and be specific to the hazards and corrective measures for each work area and operation. (Labor Code 6401.9)

The Superintendent or designee shall provide training to all employees when the plan is first established and annually thereafter in accordance with Labor Code 6401.9. Training materials shall be appropriate in content and vocabulary to employees' educational level, literacy, and language. (Labor Code 6401.9)

The Superintendent or designee shall provide employees, or their representative designated pursuant to 8 CCR 3203, with either of the following: (8 CCR 3203)

1. Access to the district's injury and illness prevention program in a reasonable time, place, and manner, but in no event later than five business days after the request for access is received from an employee or a designated representative of the employee.

When an employee or designated representative requests a copy of the district's injury and illness prevention program, the Superintendent or designee shall provide the requester a printed copy unless the employee or designated representative agrees to receive an electronic copy.

The Superintendent or designee shall provide one printed copy free of charge. If the employee or designated representative requests additional copies within one year of the previous request and the district's injury and illness prevention program has not been updated with new information since the prior copy was provided, the district may charge reasonable reproduction costs pursuant to 8 CCR 3204 for the additional copies.

2. Unobstructed access to the district's injury and illness prevention program through the district's server or website that allows an employee to review, print, and email the current version of the district's injury and illness prevention program.

The Superintendent or designee shall communicate the right and procedure to access the district's injury and illness prevention program to all employees. (8 CCR 3203)

Hearing Protection

Whenever employee noise exposure equals or exceeds the standards specified by law, the Superintendent or

designee shall implement a hearing conservation program in accordance with state and federal regulations, including, when required, monitoring of sound levels, audiogram evaluation and audiometric testing of affected employees, the provision of hearing protectors, and employee training. (8 CCR 5095-5100; 29 CFR 1910.95)

Eye Safety Devices

Employees shall wear eye safety devices whenever they are engaged in or observing an activity involving hazards or hazardous substances likely to cause eye injury. (Education Code 32030-32034)

First Aid and Medical Services

The Superintendent or designee shall ensure the ready availability of medical personnel for advice and consultation on matters of industrial health or injury. Whenever a district facility or district grounds are not in close proximity to an infirmary, clinic, or hospital where all injured employees may be treated, the Superintendent or designee shall ensure that at least one employee is adequately trained to provide first aid. (8 CCR 3400)

The Superintendent or designee shall make adequate first aid materials readily available for employees at every worksite. Such materials shall be approved by a consulting physician and shall be kept in a sanitary and usable condition. The Superintendent or designee shall frequently inspect all first aid materials and replenish them as necessary. (8 CCR 3400)

The Superintendent or designee shall ensure that suitable facilities for quick drenching or flushing of the eyes and body are provided within the work area for immediate emergency use when the eyes or body or any person may be exposed to injurious corrosive materials. (8 CCR 3400)

To avoid unnecessary delay in medical treatment in the event of an employee's serious injury or illness, the Superintendent or designee shall use one or more of the following: (8 CCR 3400)

1. A communication system for contacting a physician or emergency medical service, such as access to 911 or equivalent telephone system. The communication system or the employees using the system shall have the ability to direct emergency services to the location of the injured or ill employee.
2. Readily accessible and available on-site treatment facilities suitable for treatment of reasonably anticipated injury and illness
3. Proper equipment for prompt medical transport when transportation of injured or ill employees is necessary and appropriate

Protection from Communicable Diseases and Infections

The Superintendent or designee shall develop an exposure control plan for bloodborne pathogens that is consistent with the district's injury and illness prevention program. The plan shall include a determination of which job classifications have occupational exposure to blood or other potentially infectious materials; precautions to be implemented, including universal precautions, engineering and work practice controls, and personal protective equipment; availability of the hepatitis B vaccination; provision of information and training to employees; and follow-up actions to be taken if exposure occurs. The district shall ensure that a copy of the exposure control plan is accessible to employees in accordance with law. (8 CCR 5193; 29 CFR 1910.1030)

Strategies to prevent and mitigate the outbreak or spread of infectious diseases shall be followed for diseases that are communicated through airborne transmission, skin-to-skin contact, foodborne transmission, or other casual or noncasual means. Such strategies shall include, but are not limited to, communication and training about the disease(s); campus closures and alternative means of instruction when necessary; preventative measures, such as social distancing, personal protective equipment, temperature checks, and/or any other health screening allowed by law; and cleaning and sanitization of district facilities and equipment.

The Superintendent or designee shall immediately report to the local health officer the presence or suspected presence of any communicable disease. (17 CCR 2508)

Policy 5126: Awards For Achievement

Status: DRAFT

Original Adopted Date: 08/04/2015 | **Last Revised Date:** 04/06/2021

The Governing Board encourages excellence as a goal for all students and wishes to publicly recognize students for exemplary achievement in academic, artistic, extracurricular, athletic, and community service activities.

No fee or other cost shall be charged to any student in relation to any requirements in qualifying for or receiving any district achievement awards.

District/School Awards

Student awards may include verbal recognition, a letter, a certificate, a Board resolution, public ceremony, trophy, gift, plaque, or monetary gift. The Board shall establish a budget for this purpose. (Education Code 44015)

The Superintendent or designee shall develop criteria for the selection of student award recipients.

Golden State Seal Merit Diploma

At graduation from high school, students whose academic achievements in core curriculum areas have been outstanding shall receive special recognition.

The Superintendent or designee shall identify graduating high school students who have demonstrated mastery of the high school curriculum qualifying them for the Golden State Seal Merit Diploma. (Education Code 51454)

State Seal of Biliteracy

The district shall present the State Seal of Biliteracy to each graduating high school student who has attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English, as specified in the accompanying administrative regulation. (Education Code 51460-51464).

District Awards for Biliteracy

In order to affirm the value of bilingualism and encourage students' enrollment in world language programs, the Superintendent or designee may present awards at appropriate grade levels to recognize the pursuit and/or attainment of grade-level proficiency in one or more languages in addition to English. The Superintendent or designee may also present awards to English learners who are reclassified as fluent English proficient to recognize proficiency in both English and the student's native language.

State Seal of Civic Engagement

The Superintendent or designee shall present the State Seal of Civic Engagement to each 11th or 12th grade student who demonstrates excellence in civics education and participation and has demonstrated an understanding of the U.S. Constitution, the California Constitution, and the democratic system of government. (Education Code 51470-51475)

All district students shall be afforded the opportunity to earn the State Seal of Civic Engagement, regardless of their background, communities, or experiences. No student shall be denied such opportunity based on academic ability, alternative school setting, or unique or unconventional expression of civic engagement.

Scholarship and Loan Fund

The Board shall establish and maintain a scholarship and loan fund which shall be used to provide interest-free loans

for educational advancement, scholarship, and/or grants-in-aid to bona fide organizations, students, or graduates of district schools. (Education Code 35310, 35315)

The district's scholarship and loan fund shall be administered by a district committee composed of Board members, the Superintendent, and such other community, staff, administrative, and/or student representatives as determined by the Board. (Education Code 35310)

The Board shall select its own representatives to the committee. Staff, community, and/or student representatives shall be selected by the Superintendent. Members of this committee shall serve two-year terms.

The committee may accept gifts, donations, and bequests made for the purposes of the fund and may prescribe conditions or restrictions on these gifts and bequests. If the donor imposes any conditions, the committee shall review the conditions and make a recommendation to the Board as to the compatibility of such conditions with the intent and purpose of the fund. The Board may prohibit the committee from accepting any donation under conditions it finds incompatible with the fund's intents and purposes as specified in Board Policy 3290 - Gifts, Grants and Requests. (Education Code 35313)

The Superintendent or designee shall report to the Board at least annually regarding the status and activity of the fund. (Education Code 35319)

Regulation 5126: Awards For Achievement

Status: DRAFT

Original Adopted Date: 08/04/2015 | **Last Revised Date:** 04/06/2021

The Superintendent or designee may appoint an awards committee at each school which may consist of school administrators, staff members, parents/guardians, community members, and student representatives. The committee shall submit recommendations for student awards to the Superintendent or designee for approval.

Individual awards in excess of \$200 must be expressly approved by the Governing Board. (Education Code 44015)

Golden State Seal Merit Diploma

To be eligible to receive the Golden State Seal Merit Diploma upon graduation from high school, a student shall complete all requirements for a high school diploma and shall demonstrate mastery of the curriculum in mathematics, English language arts, science, U.S. history, and two other subject matter areas selected by the student by meeting at least one of the following criteria for each subject: (Education Code 51451, 51452; 5 CCR 876)

1. Mathematics and English language arts
 - a. A grade of at least B+ or the numerical equivalent in a single course each semester completed in grade 9, 10, or 11
 - b. An achievement level of "Standard Met" or above for the high school Smarter Balanced Summative Assessment
2. Science
 - a. A grade of at least B+ or the numerical equivalent in a single course each semester completed in grade 9, 10, or 11
 - b. An achievement level of "Standard Met" or above for the high school California Science Test taken in grade 10 or 11
3. U.S. history
 - a. A grade of at least B or the numerical equivalent in the required U.S. history course each semester
 - b. A qualifying score that demonstrates mastery of the subject as determined by the district for an exam produced by a private provider or the district
4. Two additional subject areas of the student's choosing
 - a. Any additional qualifying grade or score listed above, earned for the subject of English language arts, mathematics, science, or U.S. history not already used to meet eligibility
 - b. A grade of at least B or the numerical equivalent upon completion of high school courses in other subjects
 - c. A qualifying score that demonstrates mastery of other subjects, as determined by the district, for an exam produced by a private provider or the district

The Superintendent or designee shall maintain appropriate records to identify students who have earned the Golden State Seal Merit Diploma and shall affix an insignia to the high school diploma and transcript of each such student. (Education Code 51454)

The Superintendent or designee shall submit an insignia request form to the California Department of Education in sufficient time to allow for processing of the request prior to the high school graduation ceremony.

State Seal of Biliteracy

To be eligible to receive the State Seal of Biliteracy upon graduation, a student shall demonstrate a high level of proficiency in English and at least one other language, which may include American Sign Language. (Education Code 51461)

Proficiency in English shall be demonstrated by meeting one of the following state-established criteria: (Education Code 51461)

1. Completion of all English language arts requirements for graduation with an overall grade point average of at least 3.0 in those classes or completion of one or more English language arts courses at a public higher education institution or an independent institution of higher education, as described in Education Code 66010, with a grade equivalent to a grade point average of 3.0 or above
2. Passage of the California Assessment of Student Performance and Progress for English language arts, or any successor test, administered in grade 11, at or above the "Standard Met" achievement level
3. Passage of an English Advanced Placement (AP) exam with a score of 3 or higher or an English International Baccalaureate (IB) exam with a score of 4 or higher
4. Achievement of a score of 480 or higher on the Evidence-Based Reading and Writing section of the Scholastic Aptitude Test (SAT)

Proficiency in one or more languages other than English shall be demonstrated through one of the following requirements: (Education Code 51461)

1. Passage of a world language AP exam with a score of 3 or higher, a world language IB exam with a score of 4 or higher, or a world language American Council on the Teaching of Foreign Languages (ACTFL) Writing Proficiency Test (WPT) and an Oral Proficiency Interview (OPI) with scores of Intermediate Mid or higher
2. Successful completion of a four-year course of study of content in a world language at a high school or higher level, attaining an overall grade point average of at least 3.0 in that course of study, and oral proficiency in the language comparable to that required in Item #1 above, successful completion of high school level courses completed in another country in a language other than English with the equivalent of an overall grade point average of 3.0 or above, as verified through a transcript, or completion of one or more world language courses at a public higher education institution or an independent institution of higher education as described in Education Code 66010, with a grade equivalent to a grade point average of at least 3.0 and oral proficiency in the language comparable to that specified in Item #1 above, as verified through a transcript
3. If no AP exam or off-the-shelf language test exists, passage of a district language exam that can be certified to meet the rigor of a four-year high school course of study in a given language, and that, at a minimum, assesses speaking, reading, and writing in a language other than English at the proficient level or higher
4. If a language is not characterized by listening, speaking, or reading, or for which there is no written system, passage of an assessment on the modalities that characterize communication in that language at the proficient level or higher

To be eligible to receive the State Seal of Biliteracy, a student who is an English learner shall, in addition to demonstrating proficiency in English and one or more languages other than English through one of the accomplishments specified above, attain an Oral Language composite score of level 4 on the English Language Proficiency Assessments for California, or any successor English oral language proficiency assessment. (Education Code 51461)

The Superintendent or designee shall maintain appropriate records to identify high school students who have earned the State Seal of Biliteracy and shall affix the insignia to the high school diploma or transcript of each such student. (Education Code 51463)

State Seal of Civic Engagement

To be eligible to receive the State Seal of Civic Engagement, a student shall meet district requirements for all of the following state-established criteria:

1. Be engaged in academic work in a productive way
2. Demonstrate a competent understanding of U.S. and California Constitutions, functions and governance of local governments, tribal government structures and organizations, the role of the citizen in a constitutional democracy, and democratic principles, concepts, and processes
3. Participate in one or more informed civic engagement project(s) that address real-world problems and require students to identify and inquire into civic needs or problems, consider varied responses, take action, and reflect on efforts
4. Demonstrate civic knowledge, skills, and dispositions through self-reflection
5. Exhibit character traits that reflect civic-mindedness and a commitment to positively impact the classroom, school, community and/or society

The Superintendent or designee shall maintain appropriate records to identify students who have earned the State Seal of Civic Engagement and shall affix the insignia to the high school diploma or transcript of each such student. (Education Code 51473)

Scholarship and Loan Fund

The Superintendent shall serve as chief executive officer of the scholarship and loan fund and as chairperson of the district committee established to administer the fund. The committee shall meet at least once each fiscal year and at other such times as it may be called into session by the Superintendent. (Education Code 35311, 35312)

Scholarship and loan funds shall be deposited, administered, and audited in accordance with Education Code 35314 and 35318.

The Superintendent or designee shall establish criteria, procedures, and deadlines for student applications for scholarships and/or loans from the fund. As applicable, the Superintendent or designee may require the student to submit letters of recommendation or other supplementary materials providing evidence of the student's accomplishments and/or need.

Notifications

The Superintendent or designee shall annually distribute information about eligibility requirements for the Golden State Seal Merit Diploma, State Seal of Biliteracy, State Seal of Civic Engagement, and/or any district awards programs to students at the applicable grade levels.

Policy 5144: Discipline

Status: DRAFT

Original Adopted Date: 02/05/2019

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and responding appropriately to student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for responding to student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

A student shall not be denied recess unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. If, due to such immediate threat, a student is denied recess, staff shall make all reasonable efforts to resolve the threat and minimize the student's exclusion from recess, to the greatest extent practicable. (Education Code 49056)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

At all times, the safety of students and staff, providing interventions and supports to students, as well as the maintenance of an orderly school environment, shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate support and/or discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee may report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Regulation 5144: Discipline

Status: DRAFT

Original Adopted Date: 02/05/2019 | **Last Revised Date:** 05/02/2023

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension, supervised suspension, or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff, the student, and the student's parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and the student's parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program (IEP) or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
11. Detention after school hours as provided in the section below entitled "Detention After School"
12. Community service as provided in the section below entitled "Community Service"
13. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

14. Reassignment to an alternative educational environment
15. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

When disciplining a student who has been identified for special education and related services, the procedures specified in Administrative Regulation 5144.2 - Suspension And Expulsion/Due Process (Students With Disabilities) shall be applied. If a student has not been identified as a student with a disability and the district suspects the behavior that resulted in discipline may be based in an unidentified disability, the district shall conduct an evaluation to determine if the student has a disability which requires an IEP or 504 plan. (U.S.C. 1412(a)(3))

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

The Superintendent or designee shall also provide written notice of disciplinary rules to parents/guardians of transfer students at the time of their enrollment in the district.

Policy 6115: Ceremonies And Observances

Status: DRAFT

Original Adopted Date: 02/03/2009

The Governing Board recognizes the importance of having students observe holidays, celebrate events of cultural, historical, or present day significance, and acknowledge the contributions of outstanding individuals in society. On days designated by the Board, and as required by law, staff shall provide students with appropriate commemorative exercises and educational experiences so that they may acquire the knowledge, skills, and principles essential for informed, responsible citizenship in a democratic society.

District schools shall be closed on the holidays specified in Education Code 37220 and on any other day designated as a holiday by the Board. The Board may, by adoption of a resolution, revise the date upon which schools close in observance of any holiday except Veterans Day, which shall be celebrated on its actual date. (Education Code 37220)

In addition, the Board may, through the adoption of a resolution, authorize the display of symbolic flags or banners in support of specific awareness months.

Regulation 6115: Ceremonies And Observances

Status: DRAFT

Original Adopted Date: 02/03/2009 | **Last Revised Date:** 05/02/2023

Holidays

District schools shall be closed on the following holidays: (Education Code 37220)

New Year's Day - January 1

Dr. Martin Luther King, Jr. Day - Third Monday in January or the Monday or Friday of the week in which January 15 occurs

Lincoln Day - The Monday or Friday of the week in which February 12 occurs

Washington Day - Third Monday in February

Memorial Day - Last Monday in May

Juneteenth National Independence Day - June 19

Independence Day - July 4

Labor Day - First Monday in September

Veterans Day - November 11

Thanksgiving Day - The Thursday in November designated by the President

Christmas Day - December 25

In addition, schools shall be closed on: (Education Code 37220)

1. Any day appointed by the Governor as a holiday or as a special or limited holiday on which the Governor provides that schools shall close
2. Any day appointed by the President as a holiday, including by executive order or by signing into law legislation that creates a nationwide federal holiday
3. Any other day designated as a holiday by the Governing Board and/or negotiated with employee organizations

Holidays which fall on a Sunday shall be observed the following Monday. Holidays which fall on a Saturday shall be observed the preceding Friday. If any of the above holidays occur under federal law on a date different from that indicated above, the Board may close the schools on the date recognized by federal law instead of on the date above. (Education Code 37220)

Commemorative Exercises

District schools shall hold exercises in accordance with law to commemorate the following special days: (Education Code 37220, 37221, 45460, 49110.5)

Dr. Martin Luther King, Jr. Day - The Friday before the day schools are closed for this holiday

Abraham Lincoln's Birthday - The school day before the day schools are closed for this holiday

Susan B. Anthony Day - February 15

George Washington's Birthday - The Friday preceding the third Monday in February

Black American Day - March 5

Conservation, Bird, and Arbor Day - March 7

Workplace Readiness Week - The week that includes April 28

Classified Employee Week - Third week in May

U.S. Constitution and Citizenship Day - On or near September 17

Commemorative exercises shall be integrated into the regular educational program as required by law.

Patriotic Exercises

Each school shall conduct patriotic exercises daily, which may include the Pledge of Allegiance to the Flag of the United States and/or instruction that promotes understanding of the concepts of "pledge," "allegiance," "republic," and "indivisible" and understanding of the importance of the pledge as an expression of patriotism, love of country, and pride in the United States. (Education Code 52720, 52730)

At elementary schools, such exercises shall be conducted at the beginning of each school day. (Education Code 52720)

A student may choose not to participate in the flag salute or Pledge of Allegiance for personal reasons.

Display of Flag

The flag of the United States and the flag of California shall be displayed during business hours at the entrance or on the grounds of every district school and on or near the district office. At all times, the national flag shall be placed in the position of first honor. (Government Code 431, 436; 4 USC 6)

When displayed on a building or on a flagstaff in the open, the national flag shall be displayed only from sunrise to sunset unless properly illuminated during the hours of darkness. The flag should not be displayed during inclement weather unless an all-weather flag is used. (4 USC 6)

The national flag shall fly at half-staff on the following occasions: (4 USC 7)

1. For 30 days from the death of the President or a former President
 2. For 10 days from the death of the Vice President, the Chief Justice or a retired Chief Justice, or the Speaker of the House of Representatives
 3. From the day of death until interment of an Associate Justice of the Supreme Court, a secretary of an executive or military department, former Vice President, or the Governor of a state
 4. On the day of death and the following day for a Member of Congress
 5. On Memorial Day, until noon only
 6. On Peace Officers Memorial Day (May 15), unless it falls on Armed Forces Day
 7. Upon a proclamation from the Governor in the event of the death of a present or former official of the state government, a member of the Armed Forces from the state who has died while serving on active duty, or the death of a first responder working in the state who dies while serving in the line of duty
 8. On other occasions by order of the President and in accordance with presidential instructions or orders
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Policy 6141.2: Recognition Of Religious Beliefs And Customs

Status: DRAFT

Original Adopted Date: 08/02/2005

The Governing Board recognizes that students' education would be incomplete without an understanding of the role of religion in society. As appropriate for a particular course, teachers may objectively discuss the influences of various religions, using religious works and symbols to illustrate their relationship with culture, literature, or the arts. The Board expects that such instruction will identify principles common to all religions and foster respect for the diversity of religions and customs in the world and be consistent with the adopted instructional materials and state standards, as applicable.

In order to respect each student's individual right to freedom of religious practice, religious indoctrination is forbidden in public schools. The Superintendent or designee shall ensure that instruction about religion does not promote or denigrate the beliefs or customs of any particular religion or sect, nor that a preference be shown for one religious viewpoint over another. Staff members shall be highly sensitive to their obligation not to interfere with the religious development of any student in whatever tradition the student embraces, and treat all religions and religious conviction, including nonbelief, with fairness and respect.

Staff shall not endorse, encourage, or solicit religious or anti-religious expression or activities among students during class time.

Staff shall not coerce students in prayer or other religious activities as part of their official duties. However, Staff are not prohibited, when acting in their private capacity, from encouraging students' participation in personal prayer or other religious activity. Additionally, staff shall not prohibit or discourage any student from praying or otherwise expressing the student's religious belief so long as this does not disrupt the classroom or other school sponsored activity.

Students may express their beliefs about religion in their homework, artwork, and other class work if the expression is germane to the assignment. Such work shall be judged by ordinary academic standards, relevance, and other legitimate pedagogical objectives.

While teaching about religious holidays is a permissible part of the educational program, celebrating religious holidays is not allowed in the district. School-sponsored programs shall not be, nor have the effect of being, religiously oriented or a religious celebration. School and classroom decorations may express seasonal themes that are not religious in nature. The use of religious symbols that are part of a religious holiday is permitted as a teaching aid or resource provided that such symbols are displayed as an example of cultural and religious heritage of the holiday and temporary in nature.

Classroom methods in instruction about religion shall not include religious role-playing activities or simulated religious devotional acts.

Music, art, literature or drama programs having religious themes are permitted as part of the curriculum for school-sponsored activities and programs if presented in an objective manner and as a traditional part of cultural and religious heritage.

District schools shall not prohibit religious activities if the same or similar non-religious activities are permitted.

Regulation 6141.2: Recognition Of Religious Beliefs And Customs

Status: DRAFT

Original Adopted Date: 08/02/2005

The Superintendent or designee shall ensure the following for the recognition of religious beliefs and customs in district schools:

1. The approach to religion is academic and not devotional
2. The goal is for student awareness of religion in historical and contemporary societies
3. The students may not be pressed to accept any one religion
4. The school may include the study of religion as part of the history-social science curriculum, but the practice of religions may not be sponsored
5. The students may be exposed to and educated about a diversity of religious views and beliefs, but a particular view or belief may not be imposed, nor may any one religion be promoted or denigrated

Staff shall make every effort to schedule one-time events, such as examinations, school-sponsored trips, special laboratories, picture-taking days, and class parties, to minimize conflicts with major religious holidays of all faiths such that no one faith is disproportionately impacted.

Programs and Exhibits

When school programs and exhibits are in any way related to instruction about religion or religious holidays, the following guidelines shall be observed:

1. The principal or designee shall ensure that school-sponsored programs are presented in an objective manner, consistent with Board policy.
 2. The principal or designee shall be kept informed of the program's development.
 3. Program or exhibit planners shall take into consideration the diverse religious faiths represented in the community, student body and staff.
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Policy 6175: Migrant Education Program

Status: DRAFT

Original Adopted Date: 02/05/2019

The Governing Board desires to provide a comprehensive program for students who are migratory that attempts to mitigate the impact of educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors that may inhibit their ability to succeed in school. The district shall make use of available funds to provide supplementary services for students who are migratory.

The Superintendent or designee shall cooperate with the regional migrant service center in outreach and identification of eligible students who are migratory and in the provision of migrant education services. The Superintendent or designee shall also coordinate migrant education services with other programs within the district and with other public agencies that serve migrant workers and their families.

The district shall give first priority for services to students who are migratory who are failing, or are most at risk of failing, to meet state academic standards or have dropped out of school. (20 USC 6394)

The district shall provide services to eligible private school students residing within the district on an equitable basis with participating public school students. (20 USC 7881; 34 CFR 200.87)

The Superintendent or designee shall ensure that each student who is migratory is placed at the appropriate grade level upon enrollment and is provided services in accordance with an individual needs assessment and learning plan.

The Superintendent or designee shall annually report to the Board regarding student performance on statewide assessments of core academic subjects and English language development, as appropriate, for students enrolled in the district's migrant education program. In addition, the Superintendent or designee shall periodically report to the Board regarding the alignment of district services with the needs of students as identified in student needs assessments conducted pursuant to Education Code 54443.1. As necessary, the Board shall seek technical assistance from the migrant education regional service center and/or make changes in the services provided by the district in order to improve student achievement.

Regulation 6175: Migrant Education Program

Status: DRAFT

Original Adopted Date: 02/05/2019 | **Last Revised Date:** 03/10/2020

Eligibility

Students age 3 to 21 years shall be eligible for the district's migrant education program if they, their parents/guardians, or their spouses are migratory agricultural workers or fishers who, in the preceding 36 months, moved into the district due to economic necessity and engaged in new temporary or seasonal employment or personal subsistence in agriculture or fishing. If such employment was not secured soon after the move, students may be considered students who are migratory if the student, the student's parents/guardians, or the student's spouse actively sought such new employment and have a recent history of moves for temporary or seasonal agricultural or fishing employment. (20 USC 6399; 34 CFR 200.81)

A student who ceases to be a student who is migratory during a school term shall be eligible for services until the end of the term. If comparable services are not available through other programs, a student who is no longer migratory may continue to receive services for one additional school year. Students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. (20 USC 6394)

Enrollment

A student who is migratory shall be immediately enrolled in the district even if the student: (Education Code 48204.7)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, medical records, including, but not limited to, records or other proof of immunization history, or other documentation

If a student who is migratory experiences a change in residence, the student may remain enrolled in the school of origin for the duration of the student's status as a student who is migratory. (Education Code 48204.7)

If a student's status as a student who is migratory changes during a school year, the Superintendent or designee shall allow the student to continue at the school of origin through the duration of that school year or, if the student is enrolled in a high school, through graduation. (Education Code 48204.7)

A student who is migratory and is transitioning between school grade levels shall be allowed to continue in the district of origin in the same attendance area to provide the student the benefit of matriculating with peers in accordance with the established feeder patterns of school districts. A student who is migratory and is transitioning to a middle school or high school designated for matriculation in another school district shall be allowed to enroll in that school. (Education Code 48204.7)

The Superintendent or designee shall inform a student who is migratory and the student's parent/guardian of the impact of remaining in the school of origin on the student's eligibility to receive migrant education services pursuant to Education Code 54440-54445. (Education Code 48204.7)

The Superintendent or designee may, but is not required to, provide transportation to enable a student who is migratory to attend the school of origin, unless otherwise required by federal law, or provide programs for online instruction as a substitute for physical attendance. (Education Code 48204.7)

Student Records

The Superintendent or designee shall maintain records documenting the eligibility of students enrolled in the district's migrant education program. However, the district shall not collect information or documents regarding the

citizenship or immigration status of students or their family members for the purpose of determining eligibility for migrant education services.

The Superintendent or designee shall acquire education and health records from the previous school districts of a student who is migratory, as appropriate.

When a student who is migratory transfers to another district, the student's records shall be provided to the receiving district upon request at no cost in order to assist that district in meeting the needs of the student. (20 USC 6398)

Program Components

The migrant education program shall include all of the following components: (Education Code 54443.1)

1. A general needs assessment summarizing the needs of the population to be served
2. A comprehensive program to meet the educational, health, and related needs of participating students which supplements the district program and includes, but is not limited to:
 - a. Instructional services, including academic, remedial and compensatory, bilingual-crosscultural, and career technical instruction
 - b. Counseling and career education services
 - c. Preschool services in accordance with Education Code 54443
 - d. Other educational services that are not otherwise available in sufficient quantity or quality to eligible students who are migratory
 - e. The acquisition of instructional materials and equipment necessary to adequately provide the appropriate services
 - f. Other related services to meet the special needs of eligible students who are migratory to enable them to participate effectively in instructional services
 - g. The coordination and teaming of existing resources serving students who are migratory, such as bilingual-crosscultural education, health screening, and compensatory education
3. Individual assessment of the educational and relevant health needs of each participating student, within 30 days of enrollment, including assessments concurrently provided pursuant to compensatory education, bilingual-crosscultural education, school improvement programs, and other programs serving the student
4. A brief individual learning plan listing the services to be provided to each student, which shall be given to the parent/guardian in writing or at a parent/guardian conference, annually and when the student moves to a new district
5. Staffing and staff development plans and practices to meet the needs of students and implement the program
6. Parent/guardian and community involvement as specified in Education Code 54444.2, including, but not necessarily limited to, the establishment of a parent/guardian advisory council to actively involve parents/guardians in planning, operating, and evaluating the district's migrant education program
7. The migrant education program shall provide for the same opportunities for parent/guardian involvement that are provided to parents/guardians for federal Title I programs. (20 USC 6394)
8. Evaluations which include annual student progress and overall program effectiveness and quality control reports

Summer School and Extended School Year Program

The district shall conduct summer school program(s) for eligible students who are migratory. The summer school program shall respond to the individual needs of participating students and shall build on and be consistent with the instructional programs offered to these students during the regular school year. Coursework shall be of the same level of difficulty in each subject as that provided to students enrolled in regular classes of instruction within the district in the preceding year. (Education Code 54444.3)

Teachers in the summer school program shall have cultural training or background and understanding of the special needs of students who are migratory and possess the proper credential for the subjects and grade levels to which they are assigned. (Education Code 54444.3)

The program shall comply with the following requirements for instructional time: (Education Code 54444.3)

1. For kindergarten class, a minimum of 180 minutes per day, including recesses, for not less than 20 instructional days
2. For grades 1-8, a minimum of 200 minutes per day, including recesses and passing time but excluding noon intermissions, for not less than 20 instructional days
3. For grades 7-12, a minimum of 240 minutes per day, including passing time but excluding noon intermissions, for not less than 30 instructional days

The number of instructional days may be less than as described above if, during the summer school program, there is a holiday for which schools are required to be closed. (Education Code 37220, 54444.3).

When district facilities that are suitable for the summer climate are available, the district shall make facilities available at cost to other agencies that request facilities for the operation of migrant summer school programs, unless just cause for denial exists. When approved by the Superintendent of Public Instruction, the district may jointly offer facilities with a neighboring district to meet the needs of the migrant summer school program for the entire area. (Education Code 54444.3)

If the district receives authorization and average daily attendance funding from the California Department of Education to provide an extended school year program to students who are migratory who, due to family movement, enroll in transitional kindergarten, kindergarten, or any of grades 1-6, on or after March 1 of the school year and depart on or before December 1 of the next school year, the Superintendent or designee shall operate the program in accordance with Education Code 41601.6. (Education Code 41601.6)

Parent Advisory Council

The parent advisory council shall be comprised of members who are knowledgeable of the needs of students who are migratory and shall be elected by the parents/guardians of students enrolled in the district's migrant education program. The composition of the council shall be determined by the parents/guardians at a general meeting to which all parents/guardians of participating students shall be invited. The parents/guardians shall be informed, in a language they understand, that they have the sole authority to decide on the composition of the council. (Education Code 54444.2)

At least two-thirds of the advisory council shall consist of parents/guardians of students who are migratory. (Education Code 54444.2)

All parent/guardian candidates for the council shall be nominated by parents/guardians. Nonparent candidates, such as teachers, administrators, other school personnel, or students, shall be nominated by the groups they represent. All other community candidates shall be nominated by the parents/guardians. (Education Code 54444.2)

The parent/guardian advisory council shall meet at least six times during the year and shall: (Education Code 54444.4)

1. Establish program goals, objectives, and priorities

2. Review annual needs assessments, program activities for each school, and individual learning plans
3. Advise on the selection, development, and reassignment of migrant education program staff
4. Participate actively in planning and negotiating program applications and service agreements
5. Perform all other responsibilities required under state and federal laws or regulations

The Superintendent or designee shall establish and implement a training program for advisory council members to enable them to carry out their responsibilities. The training program shall be developed in consultation with the council and shall include appropriate training materials in a language understandable to each member. (Education Code 54444.2)

The Superintendent or designee shall provide the council, without charge, a copy of all applicable state and federal migrant education statutes, rules, regulations, guidelines, audits, monitoring reports, and evaluations. Upon request, these materials also shall be provided without charge to each member of the council. (Education Code 54444.2)

Notification and Complaints

Information regarding the educational rights of students who are migratory, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of students who are migratory, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in Administrative Regulation 1312.3 - Uniform Complaint Procedures.

Policy 5141.21: Administering Medication And Monitoring Health Conditions

Status: DRAFT

Original Adopted Date: 12/22/2005 | **Last Revised Date:** 01/03/2023

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should be able to participate in the educational program.

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing parents/guardians to administer medication to their child at school, designate other individuals to do so on their behalf, and, with the student's authorized health care provider's approval, request the district's permission for the student to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

The Superintendent or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

In accordance with law, the Superintendent or designee may make naloxone hydrochloride or another opioid antagonist and stock albuterol inhalers available at each school for providing emergency medical aid to any person suffering or reasonably believed to be suffering from opioid overdose or respiratory distress. (Education Code 49414.3, 49414.7)

Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.

The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

Administration of Medication by School Personnel

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual.

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

8. ADMINISTRATIVE: Action items:

8.9 Proposition 28 – Arts and Music in Schools Expenditure Plan

TIPTON ELEMENTARY SCHOOL DISTRICT

Prop 28 – Arts and Music in Schools

Expenditure Plan

2024-2025

What is it?

The *Arts and Music in Schools- Funding Guarantee and Accountability Act* was recently established by Proposition 28 with the purpose of providing annual funding to K-12 public schools to supplement arts education programs. Pursuant to EC §8821, "*Arts education program' includes, but is not limited to, instruction and training, supplies, materials, and arts educational partnership programs, for instruction in: dance, media arts, music, theatre, and visual arts, including folk art, painting, sculpture, photography, and craft arts, creative expressions, including graphic arts and design, computer coding, animation, music composition and ensembles, and script writing, costume design, film, and video.*"

A local education agency (LEA) with 500 or more students is required to use 80% of the funds toward employing educators to provide the arts education instruction.

What are the apportionments and how are they calculated?

Arts and Music in Schools (AMS) funding for each eligible school will be estimated each July as part of the Advance Apportionment certification using second prior year data and the current year budget appropriation. At First Principal Apportionment the following February, the California Department of Education (CDE) will publish AMS funding amounts based on updated data as required by statute. AMS allocations are final as of that fiscal year's Second Principal Apportionment, which is certified in June. For example, Fiscal Year 2024 –25 amounts will be estimated in July 2024, recalculated in February 2025, and final as of June 2025.

Arts and Music in Schools (AMS) funding is calculated based on prior year pupil enrollment and prior year enrollment of pupils eligible for free or reduced-price meals (FRPM).

Tipton Elementary School Apportionment:

2023-2024: \$94,293.00

2024-2025: TBD

2025-2026: TBD

TESD use of funds?

Hire a Visual and Performing Arts Teacher (TK -5) Certificated TOSA for the 2024-2025 school year. (80%) The remainder of the funds may be used for "training, supplies and materials, and arts educational partnership programs," which includes outside contractors.

8. ADMINISTRATIVE: Action items:

8.10 Job Description – Visual and Performing Arts Teacher, Categorically Funded with Proposition 28 Grant

TIPTON ELEMENTARY SCHOOL DISTRICT

Job Description

TITLE: Visual and Performing Arts Teacher (TK -5)

CLASSIFICATION: Certificated (TOSA)

REPORTS TO: Administration

WORK YEAR: 185 days

Full Time

BOARD APPROVAL:

SALARY: Certificated Salary Schedule
Categorically Funded- (Proposition 28 Grant)

Job Purpose: The job is done for the purpose/s of facilitating student success in academic and interpersonal skills through implementing District approved curriculum; documenting teaching and student progress/activities/outcomes; addressing specific educational needs of students; providing a safe and optimal learning environment and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

Essential Functions / Duties and Responsibilities:

- Provides standard based visual and performing arts instruction to grade level groups grades TK-5.
- Works with classroom teachers to integrate visual and performing into the curriculum and use arts as a vehicle for enhancing student learning.
- Advises parents and/or legal guardians of student progress for the purpose of supporting teacher's expectations, developing methods for improvement and/or reinforcing classroom goals in the school environment.
- Assesses students for the purpose of providing feedback to students, parents and administration regarding students' progress, expectations, goals, etc.
- Collaborates with school personnel, parents and various community agencies for the purpose of improving the quality of student outcomes, developing solutions and planning curriculum.
- Directs instructional assistants and volunteers for the purpose of providing an effective school program and addressing the needs of individual students.
- Instructs students for the purpose of improving their success in academic, interpersonal and daily living skills through a defined course of study.
- Monitors student activities (e.g. classroom, lunch, grounds, etc.) for the purpose of providing a safe and optimal learning environment.

Qualifications:

- Skills to motivate students, communicate with individuals from varied educational and cultural backgrounds, direct support personnel, evaluate performance.
- Knowledge of age appropriate teaching methods, and the 2019 California Arts Standards.
- Willingness to learn to coach, lead, and support teachers
- Model positive and healthy character traits and habits, such as being organized, consistent, and understanding

Physical Abilities:

- Abilities to stand and walk for prolonged periods, perform a variety of specialized tasks, maintain records, establish and maintain cooperative working relationships with students, parents, other school personnel, meet schedules and deadlines.
- Significant physical abilities include lifting/carrying, reaching/handling, talking/hearing conversations, near/far visual acuity/depth perception/accommodation/color vision/field of vision.

Education and/or Certifications Required:

- Valid CA Teaching credential.
- At least three years of successful teaching experience.

Disclaimers:

FLSA Status: Non-Exempt

This organization is an Equal Opportunity Employer and does not discriminate based on race, color, national origin, creed, age, gender, or disability. Inquiries regarding compliance procedures may be directed to our personnel office.

This organization complies with the Americans with Disabilities Act. Persons with a disability who may need some accommodation in the hiring process should contact our personnel office.

This organization is a Drug and Tobacco-Free Workplace.

This organization requires a successful candidate to provide employment eligibility and verification of a legal right to work in the United States in compliance with the Immigration Reform and Control Act.

8. ADMINISTRATIVE: Action items:

8.11 Change Order #1 for New TK Classroom at Tipton Elementary School

MANGINI

BARENG MORRELLI SCOTT

MANGINI ASSOCIATES INC.
4320 West Mineral King Avenue
Visalia, California 93291
(559) 627 0539

www.mangini.us

CHANGE ORDER

NO. 01

TO: Oral E. Micham Inc.
P. O. Box 745
Woodlake, CA 93286

DATE: May 13, 2024
CHANGE ORDER NO.: One
PROJECT NO.: 23041

PROJECT: New TK Classroom at Tipton Elementary School
Tipton Elementary School District

THE CONTRACT IS CHANGED AS FOLLOWS:

See attached Exhibit "A" for Description of Work.

TOTAL ADDS: \$99,798.00

TOTAL THIS CHANGE ORDER: \$99,798.00

Attachments: None

The Contractor agrees that this resolution constitutes a final accord and satisfaction of the Contractor's rights with respect to this change order.

The original Contract Sum was.....	\$1,697,000.00
Net change by previous Change Orders.....	\$0.00
The Contract Sum prior to this Change Order was.....	\$1,697,000.00
The Contract Sum will be changed by this Change Order.....	\$99,798.00
The new Contract Sum including this Change Order will be.....	\$1,796,798.00

The Contract Time will be ~~(increased)~~ ~~(decreased)~~ **(unchanged) ZERO DAYS** (0) days
The Date of Completion as of the date of this Change Order therefore is Dec. 3, 2024

Contractor: Steve Tindle Date: 5.14.2024
Steve Tindle, Vice President
Oral E. Micham Inc.

Architect: M Scott Date: 5.14.24
Michael Scott, Architect
Mangini Associates, Inc.

Owner: Stacey Bettencourt Date: 5/14/24
Stacey Bettencourt, Superintendent
Tipton Elementary School District

Description of Work

Item No. 1: **BL #05:** Provide new Fire Alarm head in unit at existing campus.

Reason: Field Condition.

ADD \$99,798.00

TOTAL ADDS \$99,798.00
TOTAL DEDUCTS..... \$0.00
TOTAL THIS CHANGE ORDER **\$99,798.00**

8. **ADMINISTRATIVE: Action items:**
 - 8.12 Updated ESSER III Expenditure Plan

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tipton Elementary School District	Cherie Solian Principal	csolian@tipton.k12.ca.us 559-752-4213

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students’ academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA’s Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
2021-2022 LCAP	https://tiptonschool.org/District/Portal/reports-and-plans
2021 Expanded Learning Opportunities Grant Plan	https://tiptonschool.org/District/Portal/reports-and-plans

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA
2,102,479.00

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	321,679.15
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	486,259.58
Use of Any Remaining Funds	1,294,540.27

Total ESSER III funds included in this plan

2,098,093

Community Engagement

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA’s ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Tipton Elementary School District has a multifaceted approach to ensure that all of our school community stakeholders are informed and consulted. There is an ongoing dialogue with CTA, CSEA, SELPA, the principal and other administration about the LCAP planning and implementation process. This includes discussions during leadership meetings with teachers and School Site Council meetings. Parents participate in committee meetings and provide feedback through these meetings as well as the ELAC and School Site Council. Our School Site Council is composed of parent representatives from each of our unduplicated pupil groups as well as TESD staff which include administration, teachers and paraprofessionals. Our SSC serves as our PAC for LCAP planning. All ELAC and SSC meetings have discussions around school wide data and the role of the LCAP in the achievement of unduplicated pupils. These quarterly meetings that include representatives from a variety of stakeholder groups have played a vital role in the development of the plan and the changes that are being implemented. CTA and CSEA members, along with staff, parents and students were invited to participate in an LCAP survey. School administration and staff reaches out to the greater community by attending and presenting at the Tipton Town Council and the local Kiwanis meetings. Additionally our parent liaison provided parent meetings. Our goal is ensure that all of the voices of Tipton are heard and reflected in the direction of our school.

A Title I meeting was held on 5/20/21 during the evening to share the following topics with the Tipton Community: certificated salaries, entitlement budgets, the Parent Liaison role, services (Web Based Programs), professional development offered to staff, Extended Learning Summer School, and current student data. Due to Covid-19, CAASPP scores were not available. It was explained that in 2018-2019 the TESD conducted a thorough data collection and analysis process. Through the analysis of state and local assessments it was determined that English language students under performed when compared to other sub groups and school wide average especially in mathematics. It has been determined locally that small group support and a tiered system of intervention with differentiated instruction would be the best strategy to support unduplicated student groups. This includes support from instructional aides who deliver intervention and language support. We have shared these findings with our stakeholders which include School Site Council, staff and the leadership cohort. Community members listened to the Title I information and then shared out opinions of how resources should be shared for students.

As part of our annual LCAP process, Tipton Elementary School met with parents, students, teachers and school staff to gather feedback and ideas on the development of the Expanded Learning Opportunities Grant, LCAP and ESSER III expenditures. The following describes efforts made to get public input on how the district should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts. The input provided for the ELO and LCAP are relevant in planning for the ESSER as all three plans are aligned to serve the needs of all students with a focus on learning recovery.

A variety of meetings were held throughout the school year with our stakeholders, CTA, CSEA, the principal and parents. Meetings were held on 9/2/20, 11/3/20, 3/18/21, 3/30/21, 4/8/21, 4/13/21, 4/14/21, 4/22/21, 5/7/21, 5/11/21, and 5/20/21. SELPA meetings were held on 8/31/20, 9/14/20, 9/23/20, 10/5/20, 11/2/20, 12/7/20, 2/1/21, 3/1/21, 4/5/21. Surveys were given to staff and parents to solicit feedback on April 6, 14, and 11. Surveys were given to our students to complete on April 6. Meetings were also held on 8/4/21, 8/31, 10/6/21 and 10/7/21. An additional ESSER survey was given to staff, students and parents to solicit feedback.

A description of how the development of the plan was influenced by community input.

SSC feedback:

Increased agricultural opportunities with use of LCAP to help sustain the school garden and the junior high Ag Elective. Examples of purchases could be flowers, vegetables, herbs, tools, soil, and irrigation. The garden could be used for an outdoor classroom. The school garden is an extension of the broad range of study provided at Tipton Elementary School. Parents wanted better access to technology and increased interventions for students for learning recovery. 2021-22 Local Control Accountability Plan for Tipton Elementary School District Page 6 of 64 Parents wanted more opportunities to be involved with student awards and celebrations. Support for mental health. Support for parents in helping their students with academics at home. Additional communication that is easily accessible by the community. Information displayed publicly and updated regularly (marquee). Parents would like additional supports such as tutoring after school to address learning recovery.

ELAC feedback:

Family Services Social Worker to continue with parent trainings in English and Spanish and supporting student with attendance. Teachers need to understand English Language Development standards better to support English learners. English learners were not performing as well as their English only counterparts. Extra intervention support is needed for this student group. LCAP Summary for Students: 106 students from 6th, 7th, and 8th grade took the LCAP survey. 51% of 6th graders, 45% of 7th graders and 3% of 8th graders participated in the survey. Most respondents agree or strongly agree that they felt safe at school prior to COVID-19.

In the area of English Language Arts: 18.1 % BETTER with distance learning then in the "regular classroom". 49.1 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 32.1% NOT AS WELL as I would have in the "regular classroom" in the area of Math: 23.6 % BETTER with distance learning then in the "regular classroom". 34.7 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 38.7 % NOT AS WELL as I would have in the "regular classroom" In the area of Science: 16 % BETTER with distance learning then in the "regular classroom". 52.8 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 31.1% NOT AS WELL as I would have in the "regular classroom" In the area of PE: 17.9 % BETTER with distance learning then in the "regular classroom". 55.7 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 26.4% NOT AS WELL as I would have in the "regular classroom"

In the area of History/Social Studies:

27.4 % BETTER with distance learning then in the "regular classroom". 45.3 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 27.4% NOT AS WELL as I would have in the "regular classroom" In the area of English Language Development: 23.6% BETTER with distance learning then in the "regular classroom". 55.7 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 20.8% NOT AS WELL as I would have in the "regular classroom" Responses: Upon returning to campus, I will need the most help in the following subject ...

10.4 % P.E., 48.1% Math, 11.3% Language Arts, 16% Science, 9.4% History, 4.7% ELD

Students reported that they needed:

15.1 % Better Teacher Support/Relationships, 5.7 % Better Parent/Guardian Support Relationships, 5.7% I need more support from BOTH my teacher and parent/guardian., 73.6% I have the supports needed I just need to work/focus more

2021-22 Local Control Accountability Plan for Tipton Elementary School District Page 7 of 64

LCAP Summary for Parents/Community Members:

7 community participants completed the online survey, including 4 surveys in Spanish

Significant data includes:

67.7% reported some knowledge of school budget, 33.3% reported little knowledge with school budget.

67.7% reported some knowledge of SPSA, 33.3% reported no knowledge of SPSA

67.7% reported they have very little understanding of how Tipton Elementary School budget supports continuous school improvement and

33.3% have no understanding 93% of respondents feel the need for increase in extracurricular activities

100% responded that they wanted better access to technology

100% of respondents feel that there is a need for academic support that meet students' individual needs

66.7% of respondents feel that there is a need for social and emotional learning

66.7% of respondents feel that there needs to be an increase in positive school culture programs

33% of respondents expressed the need to implement professional development for teachers in the area of integrated and designated English language development.

Respondents shared that they wanted tutoring opportunities for students after school, before school, and/or on Saturdays.

Respondents shared that they wanted additional communication for parents to access. They wanted the school marquee back so that they could see school information in real time.

Respondents shared that they wanted social and emotional support for families.

Respondents shared that they would like to attend student award ceremonies in person.

LCAP Summary for: Teachers

Teachers reported that they would like professional development in the area of reading development stages.

Teachers reported that they would like to better understand the tiered system approach to interventions.

SELPA:

No feedback given

Based on stakeholder input, TESD will provide professional development in the areas of reading, math, and English language development. In response to the request for more opportunities in academic support, TESD will provide tutoring to students in the areas of math and ELA. Foster Youth, homeless, and English learners will have priority in tutoring sessions. TESD will continue in providing access to technology for students. In order to provide as much communication as possible for the community, TESD will update current events on a school marquee. To support social and emotional health, additional psychological services will be provided on campus for an increased number of days of the week.

ESSER Survey Input:

One hundred ninety-six participants completed the ESSER III Stakeholder Survey. From those participants 87.8% of students (172 students), 10.7% were staff members (4.1% (8) classified, 5.6% (11) certificated, 0.5% (1) staff), from the community 2.6% (5) community members and 1.5% (3) parents completed the survey.

When asked how we can improve the school 61.7% (121) respondents said we should set goals as a school and celebrate small wins. Twenty-eight percent (55 participants) said there should be classroom innovation. Parent involvement in school committees had 21.9% (43) votes. Thirty-five respondents (17.9%) chose that the staff needs training in building a positive school culture. Thirty-one participants (15.8%) chose that there needs to be a clear list of qualities and values for adults and students.

Next, the participants were asked about how the school could provide a safe and welcoming learning environment for future leaders. Over 55% of the participants (109) said there should be safety and security from vandalism and threats. Half of the participants (98) said there should be updated classroom furniture to facilitate movement and project-based learning. According to the survey, 27.3% (73) said the next priority is updating school grounds for safety and accessibility. Modernizing the school with paint was chosen by 21.4%.

Then the participants were asked what is the biggest challenge we face with the need for learning recovery due to COVID-19 pandemic related loss. The highest concern (46.4%) was the students/ loss of skills they once had. A third of participants (34.2%) said students need more help in reading and math. Another third of participants (33.2%) said student engagement was a challenge. Students needing more emotional support was 29.6% and 28.6% said students needed social skills support. Approximately 16.8% said that English language learners need extra language instruction. Twenty-two participants (11.2%) responded that primary students are receiving extra help compared to upper grade students.

When asked to finish the sentence, "Students need support due to....," over half of the respondents (57.7%) chose anxiety. Loss of academic learning was chosen 44.9% and 43.9% chose completing work in school and out of school. Sixty-eight respondents (34.7%) selected loss of a family member. Absenteeism and caregiver loss of income was chosen 15.8% and 11.7%, respectively.

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

321,679.15

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 1	Facility Maintenance	The LCAP funds on going facility and maintenance and repairs. The build upon routine maintenance ESSER III dollars will be used to upgrade projects to improve the indoor air quality in school facilities, including mechanical and non mechanical heating, ventilation and air conditioning systems, filtering, purification and other air cleaning systems to reduce the risk of virus transmission.	35,385
N/A	Cleaning Supplies	Purchase cleaning supplies to sanitize and clean the facilities of the district to ensure alignment with the CDC guidance to operate our schools safely	158.82
N/A	Paint	The school was last painted over three decades ago and the surfaces are no longer able to be cleaned. In order to	279,900

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		provide safe in person learning the facilities need surfaces that can be cleaned therefore the painting of facilities is needed to minimize the risk of transmission.	
N/A	Shade Structure	Shade structures are needed to allow students another location to be outside to safely distance and play.	0
N/A	Benches	Benches are needed to allow additional seating to accommodate social distancing for students while eating and during school events.	6,235.33
LCAP, Goal 4, Action 1	Desks	New desks to provide classrooms that will facilitate movement for project based learning while allowing students to safely distance within the classroom.	0
LCAP, Goal 2, Action 4	Health Support for student health issues and family outreach	Increased LVN time needed to support additional health issue	0

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

482,240.58

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 10 and ELO Grant	Summer School	Provide extended summer learning to address academic intervention/remediation of grade level content missed and targeted intervention. Supplement through ESSER III-	0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>English language learners will be given additional language development instruction via ELD curriculum during Summer School.</p> <p>Summer school will be provided during 2021-2022, 2022-2023, and 2023-2024 school year.</p>	
LCAP, Goal 1, Action 11	Tutoring	<p>Tutoring services to address academic intervention/remediation of grade level content missed and targeted intervention for students with disabilities, foster youth, homeless, and English Learners.</p> <p>Supplement through ESSER III-</p> <p>Students with learning disabilities will be given the option for additional tutoring outside of the school day through an online tutoring program.</p>	4,054.04
LCAP, Goal 2, Action 6, ELO Grant	Mental Health Support	<p>Provide supportive services include staff and parent trainings, brief mental health support, interim mental health support, crisis support, SARB support, school staff/classroom support, family outreach, community linkage and support for student groups that help with social skills, anger management, friendship/anti-bullying, social emotional learning, girls circle and mindfulness. (ELO)</p> <p>ESSER III will be used to extend the mental health support for the district. Implement Peer Mediation Program.</p>	15,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Internet Connectivity	ESSER III funds will be used to provide access to reliable, high-speed internet for students through the purchase of internet connected devices/equipment and mobile hotspots and internet technology infrastructure.	62,000.23
N/A	Additional VAPA Opportunities	ESSER III funds will be used to provide after school and summer learning program to accelerate theatre learning to support social and emotional learning.	0
LCAP, Goal 1 Action 2	Technology and Resources	ESSER III funds will be used to purchase additional chromebooks for student learning to provide access to technology and resources for student research and learning.	60,246.01
LCAP Goal 5, Action 1	Staffing/Class Size	Provide small class sizes through the funding of 2 additional teachers across the district in order to maintain a positive school climate and increase pupil achievement and engagement.	340,940.30

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

1,294,540.27

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Flooring	ESSER III funds will be used to replace old carpet with new floors so that they can be properly cleaned and disinfected to reduce the risk of virus transmission Project will be split between 2 projects. Phase 1 will be completed in summer of 2022 and phase 2 of the flooring replacement project will be completed in summer of 2023.	515,975.76

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Phase 2 to will cover the cost of abatement for 5 classrooms.	
N/A	Doors	ESSER funds will be used to replace old doors to improve air quality by providing effective seal.	0
N/A	Roof	ESSER funds will be used to replace the roof of the 500 wing to address school facility repairs and improvements to enable operation of the school to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	56,350.00
LCAP Goal1, Action 9	Additional Staff Pay	ESSER funds will be used to provide additional salary increases or off-schedule increases for staff. We are fully committed to recruiting, hiring, and retaining highly qualified staff which affects the quality of the district's educational program, particularly for English Learners, Foster Youth, and Low-Income students. An additional increase or off-salary schedule increase is needed to compensate staff for the effects of COVID-19.	414,688.83
N/A	Buses	Purchase additional buses to replace aging and unreliable buses will decrease the time when students are on the buses and lower the number of students for each route and reduce the chance of virus transmission.	307,525.68

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Summer School, Tutoring, Mental Health Support, Technology & Resources,	Progress monitoring through: <ul style="list-style-type: none"> • STAR reading • DIBELS • DRA • Benchmarks • CAASPP • grades 	Performance monitoring will be conducted through: <ul style="list-style-type: none"> • STAR reading four times per year • DIBELS assessments three times per year • DRA assessments twice per year • Benchmarks focused on essential standards four times a year • ELPAC intial as needed and summative • CAASPP assessments once per year • Grades six times per year (progress reports & report cards)
Mental Health Support	California Healthy Kids Survey will be administered this year.	Will be administered and reviewed every other year.

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

8. **ADMINISTRATIVE: Action items:**
 - 8.13 Updated 2022 Expanded Learning Opportunities Program Plan

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923

This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Name of Local Educational Agency or Equivalent:	Tipton Elementary School District
Contact Name:	Stacey Bettencourt
Contact Email:	sbettencourt@tipton.k12.ca.us
Contact Phone:	559-752-4213

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Tipton Elementary School

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it

may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Children will be in a safe environment after school hours as well as 30 additional intersession days throughout the school year.

- The TESD (Tipton Elementary School District)- Kiwanis After School Program (ASES) will operate an Expanded Learning Program for K- 8th students which begins immediately after the school day and ends at 6:00 p.m. The program is located on our campus. The program will also offer 30 additional intersession days that will be offered on select Saturdays throughout the school year, winter session, and during June and or July.
- Initiatives and measures taken by the program to create safety procedures:
 1. Develops and implements effective student arrival and dismissal procedures to ensure student safety.
 2. Align and implement effective school emergency procedures and processes.
 3. Train staff on security plans, policies and procedures, reporting and documentation
 4. All staff will wear labeled shirts to make themselves visible for parents and students.
 5. All safety procedures meet educational codes and are aligned with day instruction.
- Our Expanded Learning Program will provide a safe and supportive environment to provide developmental, social-emotional, and physical needs of students by:
 1. Providing enrichment activities for students such as; Drama, Dance, Arts, Computers and other Recreational Activities as well as providing student access to computers and the school library.
 2. Providing a positive school climate as a shared mission, created by students, parents, and school staff. Establish relationship with students, mindful and respectful of diversity, and create an environment of mutual respect within which students are not afraid to speak up.
 3. Homework help and enrichment activities will be suitable for all students physical needs.
 4. Provide enrichment activities that enhance students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. The five areas of focus will be self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

The district will purchase additional cameras needed to support the safety of our students and staff. Additional custodial staff may be hired as needed to provide a safe and clean environment. An intercom will be added to the back gate and the front gate will be updated for parents to notify ASES/ELOP staff that are needing to pick up their children early from the afterschool program. An automatic gate will be added to the MPR parking lot. This will ensure the safety of all students and staff so that gates can be kept closed at all times. Locks will be updated on all doors to ensure increased safety features for all students and staff. Shirts/sweatshirts will be purchased for students who participate in the program that will be worn on field trips to ensure all groups stay together and students are easily

visible by staff. Field trips will include experiences but not limited to 1) Monterey Bay Aquarium 2) Fresno Chaffee Zoo 3) Imagine U-Pumpkin Patch 4) Tulare County Fair- Science Dipity 5) Mission San Miguel-Antique Airplane Museum 6) Bakersfield Art Museum. A utility vehicle (gator) is needed to have on hand to access and help students quickly when emergencies arise. The program must follow the correct adult-to-student ratio to provide correct supervision and safety therefore students will be placed on a waiting list when the program is full. If and when additional staff are hired, students placed on a waiting list would then be able to participate in the program.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Students will develop and practice positive behavior and engage academically.

Educational Literacy and Educational Enrichment Activities

- The Expanded Learning Program will assist student with all the core curriculum needs. The emphasis of the program is literacy one of many activities in literacy and math games. Students also receive tutoring and homework assistance. Enrichment activities are designed around STEAM, and school and District standards.

1. Students have the opportunity to expand their literacy by joining Poetry & Pose, Drama, and Reading Book Club.

2. Students have access to hands-on robotics, plant & soil, and how it's made science projects, as well as STEAM based projects.

- Student learn about team-work and cooperation.
- Students have the opportunity to show case their projects.
- Students participate in competitions.
- Students learn the importance of perseverance.
- Students engage in volunteer community projects.

Enrichment programs will incorporate Social Emotional Learning, Project Based Learning, engaging and hands-on educational experiences. The enrichment activities will include research-based instructional activities, which incorporate: 1) Connecting learning to prior learning and current knowledge, 2) Reinforcing effort, 3) Providing recognition, 4) Use of modeling and creation of models, 5) Use of open-ended questions, 6) Scaffolding of information, 7) Experiential learning, and 8) Engaging hands-on activities. Student engagement and activity outcomes will be monitored by ELO-P Site Coordinator to gauge the level of success and make adjustments, if needed.

The ELO-P will provide an array of physical activities, games, sports, art activities, problem solving games, STEAM activities, and student-centered activities designed to engage and nurture student interest and curiosity. Student field trips are also essential in the ELOP. Planned field will be aligned the Afterschool core program. They offer a unique opportunity for students to create connections, which will help them gain understanding and develop an enjoyment of learning. Such field trips can include but are not limited to: 1) Monterey Bay Aquarium, 2) Railroad Museum, Rosicrucian Museum, and Tech Museum.

Special programs developed that may be offered include but are not limited to dance, choir and music classes.

Throughout the school year, ELOP may partner with educational enrichment consultants. During their visits, consultants work hands-on, in classrooms, with the ELOP teachers and students. Administrators meet with

consultants prior to visits to establish content, activities, student experiences, and coaching for staff. Our consultants use research-based practices and help provide our students with enhancing their learning in science, math, technology, literacy, fine arts, and beyond.

The district will provide but is not limited to the necessary materials and supplies, instruments, and extra staff needed to provide active and engaged learning. The district will provide additional transportation vehicles, including but not limited to a school bus and van. Tables, chairs, and benches will be purchased to accommodate additional students.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

Students will participate in standards and research based academic activities that will increase their performance in core subjects.

- Implement engaging and meaningful program activities.
 - Offer wide variety of fun, challenging and engaging activities that are aligned with academic and enrichment.
- a. Standards and are outcome based.
 - b. Involve students in choosing program enrichment activities
 - c. Integrate project-based learning into program activities.
 - d. Assist middle school students in organizing their planners and calendars (due dates, dates turning in, etc.)
 - e. Integrate service learning in the program activities
 - f. Create an atmosphere for student success
- Students will participate in standards and research based academic activities that will increase their performance in core subjects.
1. Provide standards-based lessons with monthly themes that are aligned with needs assessments.
 2. Offer a variety of fun, enriching, engaging and challenging activities that are standards based.
 3. Provide activities based on students' needs, interest and potential career paths.
 - Program manager will communicate regularly with school day staff to monitor the academic and behavioral needs and progress of students.
 - Program manager will facilitate input from regular school day teachers and administrators on the impact program activities has on the students.
 - Program manager will create a list of enrichment providers (Community Resources) in efforts to develop community partnerships (i.e. Tipton Beautification Committee) to bring resources to the program.
 4. All enrichment activities will be aligned with academic, visual and performing arts, health and nutrition and physical education standards and youth development practices that will lead to the accomplishments of program's visions and goals, this way students will thrive in academic achievement and over all success.

Intersession opportunities will be offered during winter break, select Saturdays, non school days and during the months of June or July. The ELOP will provide 8-10 Saturdays that will focus on special events such as sports tournaments and field trips to provide opportunities for students to experience skill, team, and capacity building. TESD will provide additional shade structures outdoors that will allow students the opportunity to be outside and work on stem or other related classroom activities. The district will provide the necessary materials and supplies needed for physical education, sports, music, art, stem etc. Bookshelves and additional cabinets are needed for the programs supplies and student books. The district will also purchase additional tuff sheds in order to store equipment, and supplies needed for the program. Supplies needed for students to participate in Esports will be purchased. These items include but are not limited to computers, headsets, tables, chairs, games, and TVs.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Guiding the development of training, curricula, and projects to meet student needs and interest will be based on:

- Staff will review student assessment test scores to determine which area the student needs more academic support. Teachers may also refer students to the Expanded Learning program based on special needs.
- Staff will maintain an open communication with teachers to know what special projects they are working on so that we can provide extra support/help for the student to complete the projects, and monitor the academic and behavioral progress of students.
- At the beginning of the school year, student board members will be elected to help make program a place where student voice and leadership important.
- Once every 2 months, students will fill out a quick survey where they will express what activities interest them, what they'd like to change/try in the program, and staff will discuss the outcome of the survey with student board to improvise ways to meet the wants/needs mentioned in the survey.
- Staff will implement engaging and meaningful program activities.

In our program, students will have the opportunity to share their view points, concerns, interest by:

- a. At the beginning of the school year, student board members will be elected (by students) to help make the program a place where student voice and leadership important.
- b. Staff will establish relationship with students, mindful and respectful of diversity.
- c. Create an environment of mutual respect within which students are not afraid to speak.
- d. Train staff in physical and emotional safety procedures.

Students in lower grades will be able to make choices when participating in program activities:

- All enrichment activities will be designed for each grade that will include: team work, opportunity to express ideas/skills, and the importance of following directions.

- Every Friday, students will be able to choose their own enrichment activity.
- Students will be offered different choices for outdoor physical education and enrichment/STEAM activities.
- Students in higher grades will actively exercise their leadership skills by:

1. 7th & 8th grade students will run the student store and snack bar. They will be responsible set- up & clean- up, pricing, managing the line, charging and giving change (all paid with Tiger Bucks) and deciding what items to be sold.

2. 6-8th grade will help staff with P.E equipment and will help decide what group games to play on Fridays.

3. 6-8th grade will serve as homework tutors (once their homework is done, only with smaller grade students that can benefit from their extra help) and will do reading buddies with younger grades.

4. 6th-8th grade will be trained in Group Decision Making Skills and encourage Student Self- Reliance and Responsibility. These trainings will help students have good character traits, develop social competencies and positive values, increase their self-esteem, which will all help students in real world problems.

Students will be provided opportunities to share viewpoints and provide input related to activity offerings and outcomes in order to encourage and increase voice and confidence in their shaping of program success and evolution. Furthermore, activities will be inclusive of opportunities for students to engage in open discussions, topic oriented presentations, team activities, etc., that support leadership and social skill-building.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programing.

The expanded learning program (ASES and ELO-P) follows the USDA after school snack program guidelines and falls under the Food Service Manager

- Healthy practices and program activities aligned with school wellness plan
- Train staff in proper food handling procedures
- The program will incorporate healthy nutritional practices and develop appropriate physical activities in the program by:

a. Every day during snack time, students and staff will talk about what food group the snack belongs to. (Referring to the Food Pyramid)

b. At least twice a month, students will have a nutrition lesson (hands on) with our food service manager.

c. Physical Education is provided for students daily for the minimum of 30 minutes.

- Physical Education activities are designed around school rules and state standards. Such activities focus on student safety at all times.

- Activities will be based on The four main types of physical activity: aerobic, muscle-strengthening, bone-strengthening, and stretching.
- Students will perform a variety of physical activities and learn the health-related benefits of regular physical activity and the skills to adopt a physically active, healthy lifestyle
- Staff will ensure indoor/outdoor space, supplies and equipment needed for P.E. are all adequate and safe.
- Give 3-5 examples of nutritious snacks or meals that follow the California Nutritional Guidelines served in your after school program:

1. All snacks provided for students are Smart Snacks.

2. 3 Examples of nutritious snacks-

a. 1- 8 oz. low-fat white milk, 1 blueberry muffin (2 oz. whole grain)

b. 1- 6.75 FL oz. 100% fruit juice, 1-1 oz. Colby Jack cheese stick, and ½ cup of carrot sticks.

c. 1- 8 oz. chocolate fat free milk, ½ cup of diced peaches, and 1- 24 grams' whole grain granola bar.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The expanded learning program (ASES and ELO-P) will create an environment that promotes diversity, provide activities celebrating students cultural and unique backgrounds:

- Staff will create an environment of mutual respect, mindful and respectful of diversity.
- Enrichment activities will embrace various cultures. (i.e. Christmas Around the World, cultural art, cultural games)
- Implement strategies for students and staff on diversity. (Using the language and understandings that students have acquired in their families and communities to bridge the gap between what students know and what they need to learn in school)
- The expanded learning program (ASES and ELO-P) will support students with disabilities, English language learners, and other students with potential barriers to participate in the program
- Incorporating the everyday issues and concerns of families and the community into curriculum and instruction.
- Actively engaging students in the learning process.
- Staff will be aware at all times of students with IEP's, behavioral problems, medical/ physical conditions, in order to best serve those students.

- Reading, literacy, and enrichment activities will be suited for students with such needs.
- Staff will provide standards-based lessons with monthly themes that are aligned with needs assessments. and provide academic support daily in hopes for English Language Learners to increase their test scores (CAASPP) in reading and math.
- Program Manager will communicate as needed with day teachers and resource teacher to be aware of who the ELL students are in the program to be able to provide academic and social-emotional support they need.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

Program staff will demonstrate the ability to deliver a program focused toward meeting the vision for the program by:

- facilitating activities that engage students in active and meaningful experiences
- exhibiting professionalism, integrity, caring, and competency as a positive role model
- building positive and trusting relationships with a diverse community of students and parents
- Program’s administrators will ensure that all staff who directly supervise pupils will meet the minimum requirements of an instructional aide:

A) All paraprofessional/instructional aide that assist students must be T.B. cleared, Finger printed, must possess one of the following AA Degree, 48 units completed or higher and/or pass a District (NCLB Test).

8—Clear Vision, Mission, and Purpose

Describe the program’s clear vision, mission, and purpose.

The mission and purpose of the Expanded Learning Program is to provide an opportunity for expanded learning afterschool, during intersession and summer school for studnets in Tk -8th grade that will focus on developing academic, social, emotional and physical needs and interesstes of students through hands-on engaging learning expercences for all students who participate in the program.

The needs of the community, students, parents, and school are identified by:

1. CAASPP, ELA, and Math test results of students participating in the after school program will be used to focus on what academic areas a student needs most support/tutoring with.
2. Parent and Teacher surveys will help determine how the program can better serve student, parent, and school. (Surveys are sent home with students twice a year, and school surveys are placed in staff’s cubbies.)

Program manager will work with school administrators, teachers and community members to maintain frequent communication and provide assistance as needed.

- Measures of student success:
- Student academic performance will improve.

i. Students will accomplish their homework with the help obtained from their tutors.

ii. Student attendance will be stable; students attending on a daily basis will benefit from homework help, which will lead to academic success.

iii. Students will have acquired better working homework habits as per conversation with teachers.

- Program goals based on the needs assessments:
- At least 30% of ELA students participating 120 days or more a year for two consecutive years will increase CAASPP and math performance by at least one level annually until at proficient or above.
- At least 75% of participant students will report satisfaction with the program.
- The program will provide a secure safe environment for all students to receive academic core instruction and enrichment activities.
- At least 25% of parents will feel better about their child’s homework completion.
- Program manager will maintain an open communication (schedule weekly/quarterly meetings as needed) with ASES and ELO-P Staff, Kiwanis Club of Tipton, Site Principal, Superintendent, Teachers, Food Service Staff, Custodial, and Transportation. By doing so, all departments will be aware of who ASES and ELO-P Staff and students are and what their needs are to fulfill the programs mission, vision, and goals.
- Activities that provide expanded enrichment opportunities

Students will also be able to participate in 30 intersession days that will be provided on certain Saturdays or non school days throughout the year, winter session and the month of June each summer.

9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

The collaborative partners that will be involved in the process used to plan, implement and update the after school program plan and 30-day intersession, will be staff and community based.

Collaborative members-

- Superintendent, Principal, Teachers, Food Service Staff, Custodial, and Transportation.

- Tipton Beatification Committee (Invite students to help with different beautification projects around Tipton such as Cleanup Day, Annual Banquet.)
- Tes- Kiwanis Rotary Club (Allow students to help in different events hosted by Kiwanis Club. i.e. helping at the booth for the Tulare County Fair.)
- Tipton Elementary Food Service department (Collaborate with Mrs. Sanchez for nutrition classes for ASES and ELO-P students, give suggestions for breakfast and lunch menus according to the USDA guidelines)
- Tipton Food Center (Allow students to experience what it's like to stock a store, be a cashier, etc...)
- Save the Children Program (Some of ASES and ELO-P students will read to children from age group 3-5 years, ASES and ELO-P & Save the Children will partner up to host different events for parents and students in which students will be allowed to serve food, greet parents, set-up and much more)
- Potential collaboration and partnerships are Social Service worker, school psychologist, School librarian. Meetings will be scheduled individually to discuss how can their services be offered/ shared for our students and staff in ASES and ELO-P.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

- Effectiveness of program will encompass on-going monitoring related to enrichment activity outcomes, program challenges and strengths, support for staff, student engagement, etc. This will assist in guiding program planning, functioning, revisions, and implementation points.
- Staff has clear knowledge of the Continuous Quality Improvement process.
- Every three years our program will focus on three CQI qualities and make goals for each one. Goals will be reviewed monthly during staff meetings.
- Quality standards and goals will be shared and updated all stake holders involved with after school program. (i.e. teachers, parents, food service, Kiwanis Club, etc...)
- Teacher, parent, student, and staff surveys will help determine if the goals are being met.
- If program goals are met before the 3 years, action plan will be re-assessed and updated accordingly.
- All stake holders will receive a program plan copy and will be notified of any updates.

11—Program Management

Describe the plan for program management.

Funding for the ASES and ELO-P Program will relate to the program vision, mission and goals.

- a. Materials needed for student academic success will be purchased. (i.e. line paper, books, pencils, art supplies, computers (as needed etc...)) This will help students have all the tools they need to complete projects and homework, and do research projects.
- b. Funding will allow more parent and students events. (such as Father-Daughter Dance, Art family night...)
- c. Funding will allow students to be part of educational field trips. (i.e. trip to Monterrey Bay Aquarium)

The program organizational structure including succinct description of staff roles are:

- All staff are qualified candidates that will work with students of grades TK -8th. They will offer homework assistance, physical education, and enrichment activities for students every day.
- Each staff will work with one specific grade every month and will communicate with their teacher in order to know what the student's homework is or what they need to focus more. (i.e. reading, math.)
- The program will create and maintain written agreements that define roles and responsibilities of all contractors and partners (as applicable).
- Staff is responsible for organizing and implementing daily enrichment activities based around the monthly theme. (i.e. August is Cultural Awareness)
- Staff will provide 30 minutes each day of physical activity. P.E. activities will be suitable for each grade.
- Staff will be required to supervise students at all times and must report any issue/concern to the program supervisor.
- Staff will have an assigned area/duty during snack time to be able to watch students thru out the cafeteria.
- During homework time, staff will be walking around their designated room making themselves available for students.
- During outdoor activities, staff will not stand in one area in order to have a better view of all students and their doings.
- Staff will be using a walkie-talkie for fast communication with colleagues, supervisor, front office, and maintenance.
- All staff has been required to train in child abuse and know the steps of being a mandated reporter.
- The process and time frames for periodic review of the program plan will be shared at all times.
- All that are involved with afterschool or intersession days will receive a copy of the program plan for review and to keep. All comments, suggestions, concerns regarding the plan will be taken into

consideration and will be shared with staff.

- All will be knowledgeable of the Quality Standards implemented in the after expanded learning program, surveys and results shared with parents, teachers and students, and what the outcome of goals are.
- Tipton Elementary School District completes quarterly reports to the California Department of Education and internal controls with receipt prior to any funds being released for payment by the District Business Manager and Superintendent.
- The District match for in kind match is based on: transportation of students, snacks of students, facility cost and personnel cost that work with the ASES and ELO-P program directly at a cost to the District no the after school program.

Attendance tracking, sign-in and sign-out procedures:

1. The ASES/ELO-P Director takes roll on a daily basis on all students. In addition, the ASES and ELO-P Staff sign in their students on a daily log provided by the director of the program. All students sign in for their snack prior to receiving it and after the Director has signed them in. All three sign in sheets help keep track of daily attendance.

2. A student may be released early from the after school program prior to the end of the program time at 6:00 p.m. based on the conditions as outlined below.

- Medical appointment (pertaining to the student)
- Family transportation makes it difficult to be picked up at 6:00 p.m.
- Weather conditions (i.e. During Daylight savings, it will become dark at an earlier time, which will make it unsafe for walking students)
- Student must leave at designated time
- Attending a parallel program (programs in the school or community centers such as soccer, basketball, etc.) as long as an agreement or partnership with the program exist thus making this parallel program the child's enrichment component.
- Other conditions related to safety (i.e. family emergencies)
- Student is sick. If a student is not feeling well during the program, parents will be notified immediately to come sign them out.
- Whatever the case may be, program staff will record the date and time of the early release departure of the student.
- Parent, guardian or program staff should sign the child out; in the case of program staff signing out the child such as if your child walks home a letter of authorization from parent or guardian is necessary and it is also recommended that the child's signature or initials be recorded as well.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

The ELO-P funding will be used to increase staff needed for the after school program in order to meet the pupil-to-staff member ratio for transitional kindergarten and kindergarten students. The funding will also be used to pay staff who are willing to work during summer and intersession days.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

TESD will hire additional staff for the 2022-2023 school year so that the program can maintain the correct pupil-to-staff member ratio of 10 to 1 for transitional kindergarten and kindergarten students participating in the afterschool program. Students in transitional kindergarten and kindergarten who will be participating in the after school program will remain on campus once school is dismissed at 2 pm and will be under direct supervision by staff members of the after school program until 6 pm. Extra positions will be flown on campus for all staff members as well as on EDJOIN. Once hired the after school program director will work directly with all new staff to support working with younger children. The lower pupil-to staff ratio will be maintained by assigning no more that 10 transitional kindergarten or kindergarten students to one staff member. The after school program director will maintain the schedule of all classes for the after school program to ensure required ratios are followed.

Transitional kindergarten and kindergarten students will be using a classroom with appropriate desks and chairs. These students will start their after school day with a healthy snack, then be offered homework time and assistance. During this time, teachers will provide extra support in reading, writing, and math based on what the student is working on during their instructional day. TK and Kinder students will also have a reading buddy to read to them 3 times a week, which will be an upper grade student. Students will participate in Physical Education games using playground and sport equipment suitable for their age. These students will end their day with an enrichment activity created by their teacher based on STEAM. At the end of the day, students will be walked by their teacher to the bus or to their designated area for dismissal. Keeping in mind that this group of students may have a hard time adjusting to a long school day, we will give them the breaks they need, redirect them when off task, allow them to choose what game or activity they would like to play/do. Staff will make sure these students are safe and welcomed at all times by keeping daily attendance, reporting to their supervisor any concerns or incidents, maintaining supervision of the students at all times, and giving access to a nearby restroom that is monitored by an adult at all times. Staff will make sure the student knows at all times where they are supposed to be and what they are doing.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

TESD opens its doors at 8:00 am each day of the week during the school year. Transitional kindergarten and kindergarten students end their regular school day at 2:00 pm on Monday, Tuesday, Thursday, and Friday. Students in grades 1st -3rd are dismissed at 2:55 pm with 4th -8th dismissed at 3:05 pm. All students who participate in the afterschool program report to the after school program immediately after being dismissed from class at the end of the school day. All students at TESD have an early release day on Wednesday with dismissal at 1:30 pm. Each student who participates in the after school program will be on campus until 6:00 pm on Monday, Tuesday, Thursday, and Friday and 5:00 pm on Wednesday.

Sample After School Schedule

Monday, Tuesday Thursday, Friday:

2:30-3:00 Employee prep time/cafeeteria set up
3:00-3:20 Student check in/snack time
3:20-4:20 Homework/tutoring time
4:20-4:40 Physical Activity
4:40-5:40 Enrichment activity
5:40-6:00 Clean-up/dismissal(student dismissal in the patio area)

Wednesday Schedule:

1:00-1:30 Employee prep time
1:30-2:30 Student check-in/ all group games/ character counts activity
2:30-3:00 Physical activity
3:00-3:30 Snack time
3:30-4:30 Homework/ tutoring time
4:30-5:00 Clean-up and dismissal

Sample Schedule for Summer: Students will have an opportunity to attend field trips during this time.

7:30-8:00 Breakfast
8:00 -10:00 Class time
10:00-10:15 Recess/Physical Activity
10:00-12:00 Class time
12:00-12:30 Lunch
12:30-2:30 Student check-in/ all group games/ character counts activity/enrichment activity
2:30-3:00 Physical activity
3:00-3:30 Snack time
3:30-4:15 Enrichment activity
4:15-4:30 Clean-up and dismissal

Sample Schedule Intersession Days: Students will have an opportunity to attend field trips during this time. (Subject to change due to weather and trips)

8:00-8:30 Breakfast

8:30 -10:00 Class time
10:00-10:15 Recess/Physical Activity
10:00-12:00 Class time
12:00-12:30 Lunch
12:30-2:30 Student check-in/ all group games/ character counts activity/enrichment activity
2:30-3:00 Physical activity
3:00-3:30 Snack time
3:30-4:45 Enrichment activity
4:45-5:00 Clean-up and dismissal

Staff needed in order to run a nine hour summer or inner session program:

Administrator

ASES/ELO-P Director

Instructional Aides/Teachers

After school program staff

Cafeteria staff

Custodial staff

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture’s at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

9. FINANCE: Action items:
9.1 Vendor Payments

APY List

**FISCAL YEAR 2023-
2024**

Date Paid between 5/01/2024 and 5/28/2024

Vendor No	Vendor Name	Reference Number	Payment Date	Invoice Number/Desc.	AccountCode	Amount
14446	95 PERCENT GROUP INC.	242020	05/10/2024	INV146242	010-26000-3-11100-10000-43000-0-0000	\$1,014.58
14446	95 PERCENT GROUP INC.	242019	05/10/2024	INV146242	010-26000-3-11100-10000-58000-0-0000	\$276.00
13904	AT&T	242010	05/10/2024	9391028859	010-00000-0-00000-81000-59000-0-0000	\$28.98
14404	AT&T	241926	05/03/2024	0826963964-042524	010-00000-0-00000-82000-59000-0-0000	\$614.79
13309	CASBO	241977	05/03/2024	000223098	010-00000-0-00000-72000-53000-0-0000	\$1,750.00
14498	CINTAS	242003	05/10/2024	5209502294	010-07230-0-00000-36000-43000-0-0000	\$37.60
14428	DANIELLE RODRIGUEZ	241927	05/03/2024	REIMB.LOTTERY	010-11000-0-11100-10000-43000-0-0000	\$100.00
14177	DUBUQUE BANK & TRUST	241956	05/03/2024	7287401335	010-99901-0-00000-91000-74380-0-0000	\$3,234.00
14177	DUBUQUE BANK & TRUST	241955	05/03/2024	7287401335	010-99901-0-00000-91000-74390-0-0000	\$18,766.00
14374	ELAN FINANCIAL SERIVCES	241999	05/10/2024	9190 BETTENCOURT	010-07200-0-11100-10000-43000-0-0405	\$65.10
14374	ELAN FINANCIAL SERIVCES	242000	05/10/2024	9190 BETTENCOURT	010-56340-0-11100-10000-43000-0-0000	\$212.64
14374	ELAN FINANCIAL SERIVCES	240044	05/10/2024	9190 BETTENCOURT	010-56340-0-11100-10000-43000-0-0000	(\$151.89)
14374	ELAN FINANCIAL SERIVCES	242001	05/10/2024	9190 BETTENCOURT	010-56340-0-11100-10000-43000-0-0000	\$341.75
14374	ELAN FINANCIAL SERIVCES	240043	05/10/2024	9190 BETTENCOURT	010-56340-0-11100-10000-43000-0-0000	(\$151.88)
14373	ELAN FINANCIAL SERVICES	242011	05/10/2024	0461 MARTIN	010-00000-0-00000-72000-43000-0-0000	\$256.74
14373	ELAN FINANCIAL SERVICES	242014	05/10/2024	0461 MARTIN	010-00000-0-11100-10000-58000-0-0000	\$207.00
14375	ELAN FINANCIAL SERVICES	241997	05/10/2024	9281 SOLIAN	010-07200-0-00000-24950-43000-0-0301	\$99.30
14375	ELAN FINANCIAL SERVICES	241998	05/10/2024	9281 SOLIAN	010-07200-0-11100-10000-44000-0-0117	\$1,596.30
14373	ELAN FINANCIAL SERVICES	242013	05/10/2024	0461 MARTIN	010-07200-0-11100-24900-43000-0-0102	\$187.66
14373	ELAN FINANCIAL SERVICES	242012	05/10/2024	0461 MARTIN	010-07200-0-11100-24900-43000-0-0102	\$483.92
14459	ELAN FINANCIAL SERVICES	241995	05/10/2024	1091 YOUNG	010-00000-0-11100-10000-59000-0-0000	\$68.00
14459	ELAN FINANCIAL SERVICES	241993	05/10/2024	1091 YOUNG	010-07200-0-00000-24950-43000-0-0301	\$92.62
14459	ELAN FINANCIAL SERVICES	241994	05/10/2024	1091 YOUNG	010-07200-0-11100-10000-43000-0-0104	\$115.10
14459	ELAN FINANCIAL SERVICES	241992	05/10/2024	1091 YOUNG	010-07200-0-11100-24900-58000-0-0102	\$138.25
14459	ELAN FINANCIAL SERVICES	241996	05/10/2024	1091 YOUNG	010-07200-0-11302-10000-43000-0-0403	\$344.74
14459	ELAN FINANCIAL SERVICES	241988	05/10/2024	1091 YOUNG	010-07230-0-00000-36000-58000-0-0000	\$11.00
14459	ELAN FINANCIAL SERVICES	241991	05/10/2024	1091 YOUNG	010-26000-3-11100-10000-58000-0-0000	\$220.00
14459	ELAN FINANCIAL SERVICES	241990	05/10/2024	1091 CUNHA	010-26000-3-11100-10000-58000-0-0000	\$422.00
14459	ELAN FINANCIAL SERVICES	241989	05/10/2024	1091 YOUNG	010-26000-3-11100-10000-58000-0-0000	\$1,500.00
14474	FOLLETT CONTENT SOLUTIONS, LLC	241932	05/03/2024	380993	010-07200-0-11100-24203-43000-0-0114	\$3,668.13
14474	FOLLETT CONTENT SOLUTIONS, LLC	242004	05/10/2024	380993A	010-07200-0-11100-24203-43000-0-0114	\$716.55
14146	GINA MANFREDI	242015	05/10/2024	REIMB.HOME EC	010-07200-0-11100-10000-43000-0-0107	\$75.68
12921	GOLD STAR FOODS INC.	241935	05/03/2024	7373372	010-26000-3-11100-10000-43000-0-0000	\$101.90
12921	GOLD STAR FOODS INC.	241938	05/03/2024	7366344	010-26000-3-11100-10000-43000-0-0000	\$98.50
12921	GOLD STAR FOODS INC.	241934	05/03/2024	7316173	010-26000-3-11100-10000-43000-0-0000	\$98.50
14315	HCI SYSTEMS, Inc	241983	05/03/2024	10073457	010-81500-0-00000-81000-58000-0-0000	\$1,865.00
14560	IMPERIAL DADE	241942	05/03/2024	16521033	010-26000-3-11100-10000-43000-0-0000	\$202.80
13672	ISABEL DIAZ	241928	05/03/2024	REIMB.LOTTERY	010-11000-0-11100-10000-43000-0-0000	\$100.00
14543	KETTLEQUEEN	241946	05/03/2024	000006	010-26000-3-11100-10000-43000-0-0000	\$1,200.00

13063 MICHELLE NUCKOLS	241929	05/03/2024	REIMB.GARDEN	010-11000-0-11100-10000-43000-0-0000	\$312.22
14449 MOBILE MODULAR MGT. CORP.	241949	05/03/2024	2557065	010-00000-0-00000-81000-56000-0-0000	\$640.00
14449 MOBILE MODULAR MGT. CORP.	241950	05/03/2024	2557085	010-00000-0-00000-81000-56000-0-0000	\$640.00
14449 MOBILE MODULAR MGT. CORP.	241948	05/03/2024	2557028	010-00000-0-00000-81000-56000-0-0000	\$640.00
14449 NANCY AKHAVAN CONSULTING INC	241951	05/03/2024	24036	010-07200-0-11100-10000-58000-0-0118	\$300.00
14449 NANCY AKHAVAN CONSULTING INC	241951	05/03/2024	24036	010-62660-0-11100-10000-58000-0-0000	\$12,200.00
13562 ORIENTAL TRADING CO.	241954	05/03/2024	73082373002	010-26000-3-11100-10000-43000-0-0000	\$82.99
13562 ORIENTAL TRADING CO.	241953	05/03/2024	73082373001	010-26000-3-11100-10000-43000-0-0000	\$466.99
13562 ORIENTAL TRADING CO.	241952	05/03/2024	73082373001	010-26000-3-11100-10000-43000-0-0000	\$3,232.50
14045 RUTH MEDINA	242016	05/10/2024	LOTTERY REIMB.	010-11000-0-11100-10000-43000-0-0000	\$100.00
13596 SCHOOL NURSE SUPPLY	241957	05/03/2024	1002255-IN	010-00000-0-00000-31400-43000-0-0000	\$316.71
13717 SCHOOLWORKS, INC.	242021	05/10/2024	4590	010-00000-0-00000-72000-58000-0-0000	\$1,500.00
14111 SISC	241987	05/03/2024	MAY HW RET.BRD.ACT	010-00000-0-00000-00000-95024-0-0000	\$83,686.02
14111 SISC	241986	05/03/2024	MAY HW RET.BRD.ACT	010-00000-0-00000-00000-95028-0-0000	\$1,623.00
14111 SISC	241985	05/03/2024	MAY HW RET.BRD.ACT	010-00000-0-00000-71000-34020-0-0000	\$8,071.65
13130 SYSCO FOOD SERVICES	242022	05/10/2024	484045655	010-00000-0-00000-72000-43000-0-0000	\$457.45
13130 SYSCO FOOD SERVICES	241958	05/03/2024	484034649	010-07200-0-00000-24950-43000-0-0301	\$422.63
13130 SYSCO FOOD SERVICES	242025	05/10/2024	484028138	010-07200-0-00000-24950-43000-0-0301	\$117.45
13130 SYSCO FOOD SERVICES	241960	05/03/2024	484025761	010-26000-3-11100-10000-43000-0-0000	\$701.71
13130 SYSCO FOOD SERVICES	242023	05/10/2024	484045656	010-26000-3-11100-10000-43000-0-0000	\$916.47
13130 SYSCO FOOD SERVICES	241959	05/03/2024	484034651	010-41270-3-11100-10000-43000-0-0000	\$419.34
13366 TAMARA MORTON	241931	05/03/2024	REIMB.LOTTERY	010-11000-0-11100-10000-43000-0-0000	\$100.00
13985 TIFFANI BENEDETTI	241947	05/03/2024	REIMB.LOTTERY	010-11000-0-11100-10000-43000-0-0000	\$100.00
5760 TIPTON COMMUNITY SERVICES DIST	241974	05/03/2024	10040002	010-00000-0-00000-81000-55000-0-0000	\$773.29
14414 T-MOBILE USA INC.	241963	05/03/2024	987306951	010-00000-0-00000-81000-59000-0-0000	\$599.10
14414 T-MOBILE USA INC.	242009	05/10/2024	970029235	010-07200-0-11100-24900-58000-0-0102	\$4,686.40
13463 TULARE COUNTY OFFICE OF EDUCAT	241969	05/03/2024	242480	010-00000-0-00000-24202-58000-0-0000	\$5,743.80
13463 TULARE COUNTY OFFICE OF EDUCAT	241966	05/03/2024	242853	010-07200-0-00000-31200-58000-0-0202	\$15,619.50
13463 TULARE COUNTY OFFICE OF EDUCAT	241965	05/03/2024	242831	010-07200-0-00000-31200-58000-0-0206	\$12,418.56
13463 TULARE COUNTY OFFICE OF EDUCAT	241964	05/03/2024	242948	010-07200-0-00000-31400-58000-0-0204	\$12,827.02
13463 TULARE COUNTY OFFICE OF EDUCAT	242018	05/10/2024	242883	010-07200-0-00000-31400-58000-0-0205	\$6,984.00
13463 TULARE COUNTY OFFICE OF EDUCAT	241968	05/03/2024	242620	010-07200-0-11100-10000-58000-0-0107	\$330.00
13463 TULARE COUNTY OFFICE OF EDUCAT	241967	05/03/2024	242388	010-07200-0-11100-10000-58000-0-0107	\$150.00
12324 TULE TRASH COMPANY	241982	05/03/2024	308519	010-00000-0-00000-81000-55000-0-0000	\$1,195.70
14424 U.S. BANK EQUIPMENT FINANCE	241975	05/03/2024	527913644	010-00000-0-00000-72000-58000-0-0000	\$707.41
14424 U.S. BANK EQUIPMENT FINANCE	241976	05/03/2024	527913644	010-00000-0-11100-10000-58000-0-0000	\$2,122.24
14557 UBEO BUSINESS SERVICES	242007	05/10/2024	4398375	010-00000-0-00000-81000-58000-0-0000	\$30.00
14557 UBEO BUSINESS SERVICES	242005	05/10/2024	4337882	010-00000-0-00000-81000-58000-0-0000	\$41.48
14557 UBEO BUSINESS SERVICES	242006	05/10/2024	4364694	010-00000-0-00000-81000-58000-0-0000	\$30.00
14557 UBEO BUSINESS SERVICES	242008	05/10/2024	4495666	010-00000-0-00000-81000-58000-0-0000	\$30.00
14238 URBAN FUTURES INC	242028	05/10/2024	DISCLOSURE 2023-100	010-99900-0-00000-85000-58000-0-0000	\$475.00
14238 URBAN FUTURES INC	242027	05/10/2024	DISCLOSURE 2023-100	210-99900-0-00000-85000-58000-0-0000	\$3,000.00
13496 VALLEY PACIFIC PET. SERV., INC	241973	05/03/2024	24-781206	010-07230-0-00000-36000-43000-0-0000	\$2,201.26
12788 VESTIS SERVICES, LLC	241925	05/03/2024	5031396186	010-00000-0-00000-81000-58000-0-0000	\$636.60
14228 YESENIA MENDOZA	241984	05/03/2024	REIMB.ASES MILAGE	010-60100-0-11100-10000-52000-0-0000	\$86.89
14429 YOUNG CASSANDRA	241980	05/03/2024	REIMB.ELOP/ GARDEN	010-07200-0-11302-10000-44000-0-0403	\$2,154.99
14429 YOUNG CASSANDRA	241980	05/03/2024	REIMB.ELOP/ GARDEN	010-26000-0-11100-10000-43000-0-0000	\$1,319.47

010-General Fund Total Expenditures:						\$231,217.20
14498 CINTAS	242002	05/10/2024	5209502208	130-53100-0-00000-37000-43000-0-0000	\$42.54	
12921 GOLD STAR FOODS INC.	241940	05/03/2024	7332116	130-53100-0-00000-37000-47000-0-0000	\$323.12	
12921 GOLD STAR FOODS INC.	241939	05/03/2024	7362333	130-53100-0-00000-37000-47000-0-0000	\$502.40	
12921 GOLD STAR FOODS INC.	240042	05/03/2024	1535404	130-53100-0-00000-37000-47000-0-0000	(\$24.95)	
12921 GOLD STAR FOODS INC.	241936	05/03/2024	7373372	130-53100-0-00000-37000-47000-0-0000	\$237.65	
12921 GOLD STAR FOODS INC.	241937	05/03/2024	7366344	130-53100-0-00000-37000-47000-0-0000	\$19.90	
12921 GOLD STAR FOODS INC.	241933	05/03/2024	7437427	130-53100-0-00000-37000-58000-0-0000	\$7.60	
14560 IMPERIAL DADE	241945	05/03/2024	16421648	130-53100-0-00000-37000-43000-0-0000	\$1,914.95	
14560 IMPERIAL DADE	241943	05/03/2024	16521033	130-53100-0-00000-37000-43000-0-0000	\$181.04	
14560 IMPERIAL DADE	241944	05/03/2024	16421652	130-53100-0-00000-37000-43000-0-0000	\$1,629.63	
13130 SYSCO FOOD SERVICES	242026	05/10/2024	484022875	130-53100-0-00000-37000-43000-0-0000	\$101.86	
13130 SYSCO FOOD SERVICES	241961	05/03/2024	484034650	130-53100-0-00000-37000-47000-0-0000	\$2,309.44	
13130 SYSCO FOOD SERVICES	241962	05/03/2024	484025762	130-53100-0-00000-37000-47000-0-0000	\$396.85	
13130 SYSCO FOOD SERVICES	240045	05/10/2024	484048205	130-53100-0-00000-37000-47000-0-0000	(\$26.90)	
13130 SYSCO FOOD SERVICES	242024	05/10/2024	484045657	130-53100-0-00000-37000-47000-0-0000	\$3,785.75	
12324 TULE TRASH COMPANY	241981	05/03/2024	308518	130-53100-0-00000-81000-55000-0-0000	\$1,301.82	
13412 US SOAP WEST, LLC	241970	05/03/2024	60599	130-53100-0-00000-37000-43000-0-0000	\$276.38	
12650 VALLEY FOOD SERVICE	241971	05/03/2024	437915	130-53100-0-00000-37000-47000-0-0000	\$713.16	
12650 VALLEY FOOD SERVICE	241972	05/03/2024	437915	130-53100-0-00000-37000-47000-0-0000	\$1,338.24	

130-Cafeteria Fund Total Expenditures:						\$15,030.48
14238 URBAN FUTURES INC	242029	05/10/2024	DISCLOSURE 2023-100	351-77100-0-00000-85000-58000-0-0000	\$250.00	

351-County School Facilities Fund Modernization:						\$250.00
14011 KIRK PURCARO	241978	05/03/2024	DSA#02-121239	356-78100-0-00000-85000-62000-0-0000	\$5,780.00	
13607 MANGINI ASSOCIATES, INC.	241979	05/03/2024	14648	356-78100-0-00000-85000-62000-0-0000	\$4,628.91	

356-County School Facilities Fund (Kinder Facilities):						\$10,408.91
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Total Payments **\$256,906.59**

9. FINANCE: Action items:
9.2 Budget Revisions

Budget Adoption Report

Bdg Adoption

Control Number: 52956059

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Fund: 0100 General Fund			
Revenues			
LCFF Sources			
010-00000-0-00000-00000-80110-0-0000	\$0.00	\$5,194,507.00	\$5,194,507.00
010-00000-0-00000-00000-80410-0-0000	\$0.00	\$960,859.00	\$960,859.00
010-14000-0-00000-00000-80120-0-0000	\$0.00	\$1,628,560.00	\$1,628,560.00
Total:	\$0.00	\$7,783,926.00	\$7,783,926.00
Federal Revenues			
010-30100-5-00000-00000-82900-0-0000	\$0.00	\$251,556.00	\$251,556.00
010-40350-5-00000-00000-82900-0-0000	\$0.00	\$25,461.00	\$25,461.00
010-41270-5-00000-00000-82900-0-0000	\$0.00	\$21,367.00	\$21,367.00
010-42030-5-00000-00000-82900-0-0000	\$0.00	\$41,614.00	\$41,614.00
010-58147-0-00000-00000-82900-0-0000	\$0.00	\$85,367.00	\$85,367.00
Total:	\$0.00	\$425,365.00	\$425,365.00
Other State Revenues			
010-00000-0-00000-00000-85500-0-0000	\$0.00	\$17,907.00	\$17,907.00
010-11000-0-00000-00000-85600-0-0000	\$0.00	\$80,294.00	\$80,294.00
010-26000-5-00000-00000-85900-0-0000	\$0.00	\$935,622.00	\$935,622.00
010-60100-0-00000-00000-85900-0-0000	\$0.00	\$203,483.00	\$203,483.00
010-60530-0-00000-00000-85900-0-0000	\$0.00	\$106,398.00	\$106,398.00
010-63000-0-00000-00000-85600-0-0000	\$0.00	\$32,662.00	\$32,662.00
010-67700-0-00000-00000-85900-0-0000	\$0.00	\$94,293.00	\$94,293.00
010-74150-0-00000-00000-85900-0-0000	\$0.00	\$25,102.00	\$25,102.00
010-76900-0-00000-00000-85900-0-0000	\$0.00	\$290,077.00	\$290,077.00
Total:	\$0.00	\$1,785,838.00	\$1,785,838.00
Other Local Revenues			
010-00000-0-00000-00000-86600-0-0000	\$0.00	\$230,000.00	\$230,000.00
010-90101-0-00000-00000-86890-0-0000	\$0.00	\$13,950.00	\$13,950.00
010-90104-0-00000-00000-86250-0-0000	\$0.00	\$500.00	\$500.00
010-90111-0-00000-00000-86990-0-0000	\$0.00	\$10,000.00	\$10,000.00
010-90564-0-00000-00000-86990-0-0000	\$0.00	\$500.00	\$500.00

Budget Adoption Report

Bdg Adoption

Control Number: 52956059

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-00000-0-00000-81000-22002-0-0000	\$0.00	\$25,000.00	\$25,000.00
010-00000-0-00000-81000-22003-0-0000	\$0.00	\$4,488.00	\$4,488.00
010-00000-0-00000-81000-23000-0-0000	\$0.00	\$32,131.00	\$32,131.00
010-00000-0-11100-10000-21002-0-0000	\$0.00	\$12,000.00	\$12,000.00
010-00000-0-11100-10000-21003-0-0000	\$0.00	\$2,040.00	\$2,040.00
010-00000-0-11100-24203-22003-0-0000	\$0.00	\$6,120.00	\$6,120.00
010-00000-0-11100-24900-22000-0-0000	\$0.00	\$34,200.00	\$34,200.00
010-07200-0-11100-10000-21000-0-0101	\$0.00	\$159,693.00	\$159,693.00
010-07200-0-11100-24203-22000-0-0105	\$0.00	\$54,731.00	\$54,731.00
010-07200-0-11100-24900-22000-0-0102	\$0.00	\$54,459.00	\$54,459.00
010-07215-0-00000-81000-22000-0-0504	\$0.00	\$17,398.00	\$17,398.00
010-07230-0-00000-36000-22000-0-0000	\$0.00	\$92,314.00	\$92,314.00
010-07230-0-00000-36000-23000-0-0000	\$0.00	\$24,098.00	\$24,098.00
010-26000-4-00000-36000-22003-0-0000	\$0.00	\$6,120.00	\$6,120.00
010-26000-4-00000-37000-22003-0-0000	\$0.00	\$12,240.00	\$12,240.00
010-26000-4-11100-10000-21000-0-0000	\$0.00	\$70,673.00	\$70,673.00
010-26000-4-11100-10000-21003-0-0000	\$0.00	\$101,592.00	\$101,592.00
010-26000-4-11350-10000-21003-0-0000	\$0.00	\$30,000.00	\$30,000.00
010-30100-5-11100-10000-21000-0-0000	\$0.00	\$105,782.00	\$105,782.00
010-30100-5-11100-10000-21000-0-0307	\$0.00	\$16,204.00	\$16,204.00
010-30100-5-11100-10000-21003-0-0000	\$0.00	\$3,060.00	\$3,060.00
010-30100-5-11100-31300-22000-0-0306	\$0.00	\$8,523.00	\$8,523.00
010-42030-5-11100-10000-21000-0-0000	\$0.00	\$32,854.00	\$32,854.00
010-58147-0-11100-10000-29000-0-0000	\$0.00	\$55,404.00	\$55,404.00
010-60100-0-11100-10000-21000-0-0000	\$0.00	\$102,014.00	\$102,014.00
010-60100-0-11100-10000-21002-0-0000	\$0.00	\$7,700.00	\$7,700.00
010-60100-0-11100-10000-21003-0-0000	\$0.00	\$1,683.00	\$1,683.00
010-74150-0-00000-37000-22000-0-0000	\$0.00	\$8,305.00	\$8,305.00
010-74150-0-11100-10000-21000-0-0000	\$0.00	\$13,882.00	\$13,882.00
010-74150-0-11100-24203-22000-0-0000	\$0.00	\$2,915.00	\$2,915.00
010-81500-0-00000-81000-22000-0-0000	\$0.00	\$112,613.00	\$112,613.00
010-81500-0-00000-81000-22003-0-0000	\$0.00	\$3,927.00	\$3,927.00
010-81500-0-00000-81000-23000-0-0000	\$0.00	\$24,098.00	\$24,098.00
010-90101-0-11100-31300-22000-0-0000	\$0.00	\$12,785.00	\$12,785.00

Budget Adoption Report

Bdg Adoption

Control Number: 52956059

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-00000-0-00000-81000-33022-0-0000	\$0.00	\$9,333.00	\$9,333.00
010-00000-0-00000-81000-33023-0-0000	\$0.00	\$2,183.00	\$2,183.00
010-00000-0-00000-81000-34020-0-0000	\$0.00	\$31,049.00	\$31,049.00
010-00000-0-00000-81000-35020-0-0000	\$0.00	\$75.00	\$75.00
010-00000-0-00000-81000-36020-0-0000	\$0.00	\$4,082.00	\$4,082.00
010-00000-0-00000-81000-37020-0-0000	\$0.00	\$471.00	\$471.00
010-00000-0-00000-81000-37520-0-0000	\$0.00	\$458.00	\$458.00
010-00000-0-11100-10000-31010-0-0000	\$0.00	\$235,864.00	\$235,864.00
010-00000-0-11100-10000-32020-0-0000	\$0.00	\$3,798.00	\$3,798.00
010-00000-0-11100-10000-33013-0-0000	\$0.00	\$17,906.00	\$17,906.00
010-00000-0-11100-10000-33022-0-0000	\$0.00	\$870.00	\$870.00
010-00000-0-11100-10000-33023-0-0000	\$0.00	\$204.00	\$204.00
010-00000-0-11100-10000-34010-0-0000	\$0.00	\$232,702.00	\$232,702.00
010-00000-0-11100-10000-35010-0-0000	\$0.00	\$617.00	\$617.00
010-00000-0-11100-10000-35020-0-0000	\$0.00	\$7.00	\$7.00
010-00000-0-11100-10000-36010-0-0000	\$0.00	\$33,490.00	\$33,490.00
010-00000-0-11100-10000-36020-0-0000	\$0.00	\$381.00	\$381.00
010-00000-0-11100-10000-37010-0-0000	\$0.00	\$3,865.00	\$3,865.00
010-00000-0-11100-10000-37020-0-0000	\$0.00	\$44.00	\$44.00
010-00000-0-11100-10000-37510-0-0000	\$0.00	\$3,575.00	\$3,575.00
010-00000-0-11100-24203-32020-0-0000	\$0.00	\$1,655.00	\$1,655.00
010-00000-0-11100-24203-33022-0-0000	\$0.00	\$379.00	\$379.00
010-00000-0-11100-24203-33023-0-0000	\$0.00	\$89.00	\$89.00
010-00000-0-11100-24203-35020-0-0000	\$0.00	\$3.00	\$3.00
010-00000-0-11100-24203-36020-0-0000	\$0.00	\$166.00	\$166.00
010-00000-0-11100-24203-37020-0-0000	\$0.00	\$19.00	\$19.00
010-00000-0-11100-24900-32020-0-0000	\$0.00	\$9,251.00	\$9,251.00
010-00000-0-11100-24900-33022-0-0000	\$0.00	\$2,120.00	\$2,120.00
010-00000-0-11100-24900-33023-0-0000	\$0.00	\$496.00	\$496.00
010-00000-0-11100-24900-34020-0-0000	\$0.00	\$9,906.00	\$9,906.00
010-00000-0-11100-24900-35020-0-0000	\$0.00	\$17.00	\$17.00
010-00000-0-11100-24900-36020-0-0000	\$0.00	\$928.00	\$928.00
010-00000-0-11100-24900-37020-0-0000	\$0.00	\$107.00	\$107.00
010-00000-0-11100-24900-37520-0-0000	\$0.00	\$152.00	\$152.00
010-07200-0-11100-10000-31010-0-0106	\$0.00	\$15,549.00	\$15,549.00

Budget Adoption Report

Bdg Adoption

Control Number: 52956059

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-07200-0-11100-24900-32020-0-0102	\$0.00	\$14,731.00	\$14,731.00
010-07200-0-11100-24900-33022-0-0102	\$0.00	\$3,376.00	\$3,376.00
010-07200-0-11100-24900-33023-0-0102	\$0.00	\$790.00	\$790.00
010-07200-0-11100-24900-34020-0-0102	\$0.00	\$10,806.00	\$10,806.00
010-07200-0-11100-24900-35020-0-0102	\$0.00	\$27.00	\$27.00
010-07200-0-11100-24900-36020-0-0102	\$0.00	\$1,477.00	\$1,477.00
010-07200-0-11100-24900-37020-0-0102	\$0.00	\$170.00	\$170.00
010-07200-0-11100-24900-37520-0-0102	\$0.00	\$152.00	\$152.00
010-07200-0-11100-41000-31010-0-0506	\$0.00	\$12,578.00	\$12,578.00
010-07200-0-11100-41000-33013-0-0506	\$0.00	\$955.00	\$955.00
010-07200-0-11100-41000-34010-0-0506	\$0.00	\$14,190.00	\$14,190.00
010-07200-0-11100-41000-35010-0-0506	\$0.00	\$33.00	\$33.00
010-07200-0-11100-41000-36010-0-0506	\$0.00	\$1,786.00	\$1,786.00
010-07200-0-11100-41000-37010-0-0506	\$0.00	\$206.00	\$206.00
010-07200-0-11100-41000-37510-0-0506	\$0.00	\$217.00	\$217.00
010-07215-0-00000-81000-32020-0-0504	\$0.00	\$4,706.00	\$4,706.00
010-07215-0-00000-81000-33022-0-0504	\$0.00	\$1,079.00	\$1,079.00
010-07215-0-00000-81000-33023-0-0504	\$0.00	\$252.00	\$252.00
010-07215-0-00000-81000-34020-0-0504	\$0.00	\$6,142.00	\$6,142.00
010-07215-0-00000-81000-35020-0-0504	\$0.00	\$9.00	\$9.00
010-07215-0-00000-81000-36020-0-0504	\$0.00	\$472.00	\$472.00
010-07215-0-00000-81000-37020-0-0504	\$0.00	\$54.00	\$54.00
010-07215-0-00000-81000-37520-0-0504	\$0.00	\$94.00	\$94.00
010-07215-0-11100-10000-31010-0-0602	\$0.00	\$44,972.00	\$44,972.00
010-07215-0-11100-10000-33013-0-0602	\$0.00	\$3,414.00	\$3,414.00
010-07215-0-11100-10000-34010-0-0602	\$0.00	\$55,872.00	\$55,872.00
010-07215-0-11100-10000-35010-0-0602	\$0.00	\$118.00	\$118.00
010-07215-0-11100-10000-36010-0-0602	\$0.00	\$6,386.00	\$6,386.00
010-07215-0-11100-10000-37010-0-0602	\$0.00	\$737.00	\$737.00
010-07230-0-00000-36000-32020-0-0000	\$0.00	\$856.00	\$856.00
010-07230-0-00000-36000-33022-0-0000	\$0.00	\$31,489.00	\$31,489.00
010-07230-0-00000-36000-33023-0-0000	\$0.00	\$7,218.00	\$7,218.00
010-07230-0-00000-36000-34020-0-0000	\$0.00	\$1,688.00	\$1,688.00
010-07230-0-00000-36000-35020-0-0000	\$0.00	\$39,050.00	\$39,050.00
010-07230-0-00000-36000-35020-0-0000	\$0.00	\$58.00	\$58.00

Budget Adoption Report

Bdg Adoption

Control Number: 52956059

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-26000-4-11350-10000-33013-0-0000	\$0.00	\$653.00	\$653.00
010-26000-4-11350-10000-33022-0-0000	\$0.00	\$1,860.00	\$1,860.00
010-26000-4-11350-10000-33023-0-0000	\$0.00	\$435.00	\$435.00
010-26000-4-11350-10000-35010-0-0000	\$0.00	\$23.00	\$23.00
010-26000-4-11350-10000-35020-0-0000	\$0.00	\$15.00	\$15.00
010-26000-4-11350-10000-36010-0-0000	\$0.00	\$1,220.00	\$1,220.00
010-26000-4-11350-10000-36020-0-0000	\$0.00	\$814.00	\$814.00
010-26000-4-11350-10000-37010-0-0000	\$0.00	\$141.00	\$141.00
010-26000-4-11350-10000-37020-0-0000	\$0.00	\$94.00	\$94.00
010-30100-5-11100-10000-31010-0-0000	\$0.00	\$3,647.00	\$3,647.00
010-30100-5-11100-10000-32020-0-0000	\$0.00	\$29,442.00	\$29,442.00
010-30100-5-11100-10000-32020-0-0307	\$0.00	\$4,383.00	\$4,383.00
010-30100-5-11100-10000-33013-0-0000	\$0.00	\$317.00	\$317.00
010-30100-5-11100-10000-33022-0-0000	\$0.00	\$6,748.00	\$6,748.00
010-30100-5-11100-10000-33022-0-0307	\$0.00	\$1,005.00	\$1,005.00
010-30100-5-11100-10000-33023-0-0000	\$0.00	\$1,578.00	\$1,578.00
010-30100-5-11100-10000-33023-0-0307	\$0.00	\$235.00	\$235.00
010-30100-5-11100-10000-34010-0-0000	\$0.00	\$3,054.00	\$3,054.00
010-30100-5-11100-10000-34020-0-0000	\$0.00	\$6,712.00	\$6,712.00
010-30100-5-11100-10000-34020-0-0307	\$0.00	\$7,430.00	\$7,430.00
010-30100-5-11100-10000-35010-0-0000	\$0.00	\$11.00	\$11.00
010-30100-5-11100-10000-35020-0-0000	\$0.00	\$54.00	\$54.00
010-30100-5-11100-10000-35020-0-0307	\$0.00	\$8.00	\$8.00
010-30100-5-11100-10000-36010-0-0000	\$0.00	\$592.00	\$592.00
010-30100-5-11100-10000-36020-0-0000	\$0.00	\$2,952.00	\$2,952.00
010-30100-5-11100-10000-36020-0-0307	\$0.00	\$439.00	\$439.00
010-30100-5-11100-10000-37010-0-0000	\$0.00	\$68.00	\$68.00
010-30100-5-11100-10000-37020-0-0000	\$0.00	\$341.00	\$341.00
010-30100-5-11100-10000-37020-0-0307	\$0.00	\$51.00	\$51.00
010-30100-5-11100-10000-37510-0-0000	\$0.00	\$47.00	\$47.00
010-30100-5-11100-10000-37520-0-0307	\$0.00	\$114.00	\$114.00
010-30100-5-11100-31300-32020-0-0306	\$0.00	\$2,306.00	\$2,306.00
010-30100-5-11100-31300-33022-0-0306	\$0.00	\$528.00	\$528.00
010-30100-5-11100-31300-33023-0-0306	\$0.00	\$124.00	\$124.00
010-30100-5-11100-31300-34020-0-0306	\$0.00	\$554.00	\$554.00

Budget Adoption Report

Bdg Adoption

Control Number: 52956059

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-58147-0-11100-10000-35020-0-0000	\$0.00	\$28.00	\$28.00
010-58147-0-11100-10000-36020-0-0000	\$0.00	\$1,503.00	\$1,503.00
010-58147-0-11100-10000-37020-0-0000	\$0.00	\$173.00	\$173.00
010-58147-0-11100-10000-37520-0-0000	\$0.00	\$303.00	\$303.00
010-60100-0-11100-10000-31010-0-0000	\$0.00	\$2,727.00	\$2,727.00
010-60100-0-11100-10000-32020-0-0000	\$0.00	\$30,133.00	\$30,133.00
010-60100-0-11100-10000-33013-0-0000	\$0.00	\$207.00	\$207.00
010-60100-0-11100-10000-33022-0-0000	\$0.00	\$6,907.00	\$6,907.00
010-60100-0-11100-10000-33023-0-0000	\$0.00	\$1,615.00	\$1,615.00
010-60100-0-11100-10000-34020-0-0000	\$0.00	\$12,383.00	\$12,383.00
010-60100-0-11100-10000-35010-0-0000	\$0.00	\$7.00	\$7.00
010-60100-0-11100-10000-35020-0-0000	\$0.00	\$56.00	\$56.00
010-60100-0-11100-10000-36010-0-0000	\$0.00	\$387.00	\$387.00
010-60100-0-11100-10000-36020-0-0000	\$0.00	\$3,021.00	\$3,021.00
010-60100-0-11100-10000-37010-0-0000	\$0.00	\$45.00	\$45.00
010-60100-0-11100-10000-37020-0-0000	\$0.00	\$349.00	\$349.00
010-60100-0-11100-10000-37520-0-0000	\$0.00	\$190.00	\$190.00
010-62660-0-11100-10000-31010-0-0000	\$0.00	\$3,039.00	\$3,039.00
010-62660-0-11100-10000-33013-0-0000	\$0.00	\$231.00	\$231.00
010-62660-0-11100-10000-35010-0-0000	\$0.00	\$8.00	\$8.00
010-62660-0-11100-10000-36010-0-0000	\$0.00	\$432.00	\$432.00
010-62660-0-11100-10000-37010-0-0000	\$0.00	\$50.00	\$50.00
010-74350-0-11100-10000-31010-0-0000	\$0.00	\$22,469.00	\$22,469.00
010-74350-0-11100-10000-33013-0-0000	\$0.00	\$1,706.00	\$1,706.00
010-74350-0-11100-10000-34010-0-0000	\$0.00	\$19,813.00	\$19,813.00
010-74350-0-11100-10000-35010-0-0000	\$0.00	\$59.00	\$59.00
010-74350-0-11100-10000-36010-0-0000	\$0.00	\$3,190.00	\$3,190.00
010-74350-0-11100-10000-37010-0-0000	\$0.00	\$368.00	\$368.00
010-74350-0-11100-10000-37510-0-0000	\$0.00	\$303.00	\$303.00
010-76900-0-00000-27000-31010-0-0000	\$0.00	\$32,813.00	\$32,813.00
010-76900-0-00000-71000-31010-0-0000	\$0.00	\$3,966.00	\$3,966.00
010-76900-0-00000-71500-31010-0-0000	\$0.00	\$7,254.00	\$7,254.00
010-76900-0-00000-72000-31010-0-0000	\$0.00	\$3,695.00	\$3,695.00
010-76900-0-11100-10000-31010-0-0000	\$0.00	\$233,854.00	\$233,854.00
010-76900-0-11100-21000-31010-0-0000	\$0.00	\$60.00	\$60.00

Budget Adoption Report

Bdg Adoption

Control Number: 52956059

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-07200-0-00000-24950-44000-0-0301	\$0.00	\$4,000.00	\$4,000.00
010-07200-0-11100-10000-43000-0-0103	\$0.00	\$25,000.00	\$25,000.00
010-07200-0-11100-10000-43000-0-0104	\$0.00	\$6,000.00	\$6,000.00
010-07200-0-11100-10000-43000-0-0107	\$0.00	\$20,000.00	\$20,000.00
010-07200-0-11100-10000-43000-0-0113	\$0.00	\$15,000.00	\$15,000.00
010-07200-0-11100-10000-43000-0-0116	\$0.00	\$3,000.00	\$3,000.00
010-07200-0-11100-10000-43000-0-0201	\$0.00	\$21,626.00	\$21,626.00
010-07200-0-11100-10000-43000-0-0204	\$0.00	\$2,500.00	\$2,500.00
010-07200-0-11100-10000-43000-0-0310	\$0.00	\$4,250.00	\$4,250.00
010-07200-0-11100-10000-43000-0-0502	\$0.00	\$5,000.00	\$5,000.00
010-07200-0-11100-10000-43000-0-0503	\$0.00	\$2,500.00	\$2,500.00
010-07200-0-11100-10000-43000-0-0505	\$0.00	\$6,000.00	\$6,000.00
010-07200-0-11100-10000-43000-0-0507	\$0.00	\$5,500.00	\$5,500.00
010-07200-0-11100-24203-42000-0-0114	\$0.00	\$2,000.00	\$2,000.00
010-07200-0-11100-24203-43000-0-0114	\$0.00	\$6,712.00	\$6,712.00
010-07200-0-11100-24900-43000-0-0102	\$0.00	\$25,000.00	\$25,000.00
010-07200-0-11100-24900-44000-0-0102	\$0.00	\$25,000.00	\$25,000.00
010-07230-0-00000-36000-43000-0-0000	\$0.00	\$45,000.00	\$45,000.00
010-07230-0-00000-36000-44000-0-0000	\$0.00	\$1,250.00	\$1,250.00
010-11000-0-11100-10000-43000-0-0000	\$0.00	\$30,000.00	\$30,000.00
010-26000-4-11100-10000-43000-0-0000	\$0.00	\$50,000.00	\$50,000.00
010-26000-4-11100-10000-44000-0-0000	\$0.00	\$20,000.00	\$20,000.00
010-30100-5-11100-10000-43000-0-0000	\$0.00	\$5,787.00	\$5,787.00
010-41270-5-11100-10000-43000-0-0000	\$0.00	\$763.00	\$763.00
010-58147-0-11100-10000-42000-0-0000	\$0.00	\$400.00	\$400.00
010-58147-0-11100-10000-43000-0-0000	\$0.00	\$3,000.00	\$3,000.00
010-60100-0-11100-10000-43000-0-0000	\$0.00	\$15,000.00	\$15,000.00
010-60100-0-11100-10000-44000-0-0000	\$0.00	\$4,779.00	\$4,779.00
010-60530-0-00000-82000-44000-0-0000	\$0.00	\$106,398.00	\$106,398.00
010-63000-0-11100-10000-41000-0-0000	\$0.00	\$7,000.00	\$7,000.00
010-63000-0-11100-10000-42000-0-0000	\$0.00	\$20,000.00	\$20,000.00
010-67620-0-11100-10000-41000-0-0000	\$0.00	\$154,994.00	\$154,994.00
010-81500-0-00000-81000-43000-0-0000	\$0.00	\$59,155.00	\$59,155.00
010-81500-0-00000-81000-44000-0-0000	\$0.00	\$1,505.00	\$1,505.00
010-90111-0-11100-10000-43000-0-0000	\$0.00	\$2,000.00	\$2,000.00

Budget Adoption Report

Bdg Adoption

Control Number: 52956059

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-07200-0-00000-31200-58000-0-0305	\$0.00	\$46,000.00	\$46,000.00
010-07200-0-00000-31300-58000-0-0308	\$0.00	\$46,000.00	\$46,000.00
010-07200-0-00000-31400-58000-0-0303	\$0.00	\$53,437.00	\$53,437.00
010-07200-0-00000-31400-58000-0-0304	\$0.00	\$12,090.00	\$12,090.00
010-07200-0-11100-10000-52000-0-0117	\$0.00	\$9,980.00	\$9,980.00
010-07200-0-11100-10000-58000-0-0107	\$0.00	\$25,000.00	\$25,000.00
010-07200-0-11100-10000-58000-0-0111	\$0.00	\$5,000.00	\$5,000.00
010-07200-0-11100-10000-58000-0-0201	\$0.00	\$3,374.00	\$3,374.00
010-07200-0-11100-10000-58000-0-0203	\$0.00	\$2,200.00	\$2,200.00
010-07200-0-11100-10000-58000-0-0309	\$0.00	\$2,400.00	\$2,400.00
010-07200-0-11100-10000-58000-0-0313	\$0.00	\$4,400.00	\$4,400.00
010-07200-0-11100-24203-58000-0-0114	\$0.00	\$2,000.00	\$2,000.00
010-07200-0-11100-24900-58000-0-0102	\$0.00	\$21,612.00	\$21,612.00
010-07230-0-00000-36000-54500-0-0000	\$0.00	\$3,500.00	\$3,500.00
010-07230-0-00000-36000-56000-0-0000	\$0.00	\$10,000.00	\$10,000.00
010-07230-0-00000-36000-57103-0-0000	\$0.00	(\$4,000.00)	(\$4,000.00)
010-07230-0-00000-36000-58000-0-0000	\$0.00	\$30,000.00	\$30,000.00
010-11000-0-11100-10000-58000-0-0000	\$0.00	\$1,000.00	\$1,000.00
010-40350-5-11100-24900-58000-0-0000	\$0.00	\$473.00	\$473.00
010-58147-0-11100-10000-52000-0-0000	\$0.00	\$3,000.00	\$3,000.00
010-58147-0-11100-10000-58000-0-0000	\$0.00	\$1,100.00	\$1,100.00
010-62660-0-11100-10000-58000-0-0000	\$0.00	\$5,000.00	\$5,000.00
010-81500-0-00000-81000-56000-0-0000	\$0.00	\$2,500.00	\$2,500.00
010-81500-0-00000-81000-58000-0-0000	\$0.00	\$46,100.00	\$46,100.00
010-90111-0-11100-10000-52000-0-0000	\$0.00	\$8,000.00	\$8,000.00
010-99900-0-00000-81000-55000-0-0000	\$0.00	\$130,000.00	\$130,000.00
010-99900-0-00000-81000-58000-0-0000	\$0.00	\$15,000.00	\$15,000.00
010-99900-0-00000-85000-58000-0-0000	\$0.00	\$3,400.00	\$3,400.00
Total:	\$0.00	\$1,116,297.00	\$1,116,297.00
Capital Outlay			
010-00000-0-00000-82000-64000-0-0000	\$0.00	\$8,000.00	\$8,000.00
010-07200-0-00000-81000-64000-0-0312	\$0.00	\$82,416.00	\$82,416.00
010-07230-0-00000-36000-64000-0-0000	\$0.00	\$25,000.00	\$25,000.00
010-26000-4-00000-37000-64000-0-0000	\$0.00	\$5,000.00	\$5,000.00

Budget Adoption Report

Bdg Adoption

Control Number: 52956059

Account Classification	Approved / Revised	Change Amount	Proposed Budget
	\$0.00	\$0.00	\$0.00
Total:			

Budgeted Unappropriated Fund Balance before this adjustment:

\$9,441,638.50

Total Adjustment to Unappropriated Fund Balance:

(\$246,763.00)

Budgeted Unappropriated Fund Balance after this adjustment:

\$9,194,875.50

Budget Adoption Report

Bdg Adoption

Control Number: 52956059

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Books and Supplies			
130-53100-0-00000-37000-43000-0-0000	\$0.00	\$96,724.00	\$96,724.00
130-53100-0-00000-37000-44000-0-0000	\$0.00	\$25,000.00	\$25,000.00
130-53100-0-00000-37000-47000-0-0000	\$0.00	\$35,000.00	\$35,000.00
130-53100-0-00000-81000-43000-0-0000	\$0.00	\$240,000.00	\$240,000.00
		\$5,000.00	\$5,000.00
Total:	\$0.00	\$305,000.00	\$305,000.00
Services, Other Operating Expenses			
130-53100-0-00000-37000-52000-0-0000	\$0.00	\$200.00	\$200.00
130-53100-0-00000-37000-53000-0-0000	\$0.00	\$400.00	\$400.00
130-53100-0-00000-37000-58000-0-0000	\$0.00	\$70,000.00	\$70,000.00
130-53100-0-00000-81000-55000-0-0000	\$0.00	\$20,000.00	\$20,000.00
130-53100-0-00000-81000-58000-0-0000	\$0.00	\$2,000.00	\$2,000.00
Total:	\$0.00	\$92,600.00	\$92,600.00
Capital Outlay			
130-53100-0-00000-81000-64000-0-0000	\$0.00	\$10,000.00	\$10,000.00
Total:	\$0.00	\$10,000.00	\$10,000.00
Direct Support/Indirect Costs			
130-53100-0-00000-72100-73500-0-0000	\$0.00	\$24,418.00	\$24,418.00
Total:	\$0.00	\$24,418.00	\$24,418.00
Total Expenditures	\$0.00	\$716,726.00	\$716,726.00
Budgeted Unappropriated Fund Balance before this adjustment:		\$589,069.30	
Total Adjustment to Unappropriated Fund Balance:		\$95,274.00	
Budgeted Unappropriated Fund Balance after this adjustment:		\$684,343.30	

Budget Adoption Report

Bdg Adoption

Control Number: 52956059

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Fund: 2100 Building Fund			
Revenues			
Other Local Revenues			
210-99900-0-00000-00000-86600-0-0000	\$0.00	\$15.00	\$15.00
Total:	\$0.00	\$15.00	\$15.00
Total Revenues	\$0.00	\$15.00	\$15.00

Budgeted Unappropriated Fund Balance before this adjustment:

Total Adjustment to Unappropriated Fund Balance:

Budgeted Unappropriated Fund Balance after this adjustment:

\$598.93

\$15.00

\$613.93

Budget Adoption Report

Bdg Adoption

Control Number: 52956059

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Fund: 3500 County School Facilities Fund - New Construction			
Revenues			
Other Local Revenues			
350-77100-0-00000-00000-86600-0-0000	\$0.00	\$1.00	\$1.00
Total Revenues	\$0.00	\$1.00	\$1.00

Budgeted Unappropriated Fund Balance before this adjustment:

Total Adjustment to Unappropriated Fund Balance:

Budgeted Unappropriated Fund Balance after this adjustment:

\$11.95
\$1.00
\$12.95

Budget Adoption Report

Bdg Adoption

Control Number: 52956059

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Fund: 3560 County School Facilities Fund - Full- Day Kinder Fac Revenues			
Other Local Revenues			
356-77100-0-00000-000000-86600-0-0000	\$0.00	\$10,000.00	\$10,000.00
Total:	\$0.00	\$10,000.00	\$10,000.00
Total Revenues	\$0.00	\$10,000.00	\$10,000.00
Budgeted Unappropriated Fund Balance before this adjustment:		\$1,751,230.74	
Total Adjustment to Unappropriated Fund Balance:		\$10,000.00	
Budgeted Unappropriated Fund Balance after this adjustment:		\$1,761,230.74	

Budget Adoption Report

Bdg Adoption

Control Number: 52956059

Account Classification	Approved / Revised	Change Amount	Proposed Budget
------------------------	--------------------	---------------	-----------------

At a meeting of the school board on _____, the board approved the above budget account lines change to those amounts indicated in the proposed budget column.

Authorized by: _____
(County Office Use Only)
Updated at County Office on ____/____/____ by _____

9. **FINANCE: Action items:**
 - 9.3 Proposition 28 Expenditures



TIPTON ELEMENTARY SCHOOL

370 N. Evans Road • P.O. Box 787 • Tipton, CA 93272
559-752-4213 • FAX: 559-752-1231

Stacey Bettencourt
Superintendent

Cherie Solian Ed.D.
Principal

Cassandra Young
Business Manager

Fausto Martin
MOT Director

Connie Sanchez
Cafeteria Manager

Tiger Pride!

Proposition 28: Arts and Music in Schools Funding Annual Report

Name: Tipton Elementary School District

CDS Code: 5472215-0000000

Allocation Year: 2023-2024

Allocation Amount: \$94,293.00

Number of full-time equivalent teachers (certificated): 0
Visual and Performing Arts Teacher (TK -5)

Number of full-time equivalent personnel (classified): 0

Number of students served: 0

Number of school sites providing arts education: 0

Date of Approval by Governing Board/Body: 6/4/2024

Board Members

Iva Sousa
President

John Cardoza
Clerk

Greg Rice
Trustee

Shelley Heeger
Trustee

Fernando Cunha
Trustee

10. INFORMATION: (Verbal Reports & presentations)
10.2 2023-2024 Library Information



TIPTON ELEMENTARY SCHOOL LIBRARY

2023-2024
BY THE NUMBERS

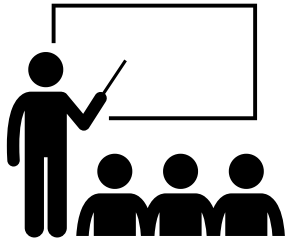
STUDENTS SERVED

500+



16,044

BOOKS CHECKED OUT



TOP CIRCULATING CLASSES:

1. MR. RAMIREZ
2. MRS. GILBERT
3. MR. MUNOZ

CLASSROOM VISITS

565 +



OF TITLES
PLACED ON
HOLD

177

1,109

ITEMS ADDED TO
THE COLLECTION

HIGHEST CIRCULATING
GRADE

5TH

AVG. AGE OF
COLLECTION

2009

11. Any Other Business:

11.1 2023–24 Consolidated Application and Reporting System (CARS)
Winter Release

2024–25 Certification of Assurances

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

CDE Program Contact:

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

Consolidated Application Certification Statement

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

Authorized Representative's Full Name	Stacey Bettencourt
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	05/23/2024

*****Warning*****

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2024–25 Protected Prayer Certification

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

CDE Program Contact:

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

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Stacey Bettencourt
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	05/22/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

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

Initial Application

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

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

Returning Application

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

County Office of Education (COE) or District	09/15/2021
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Stacey Bettencourt
Authorized Representative's Title	Superintendent

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2024–25 Application for Funding

CDE Program Contact:

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

Local Governing Board Approval

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

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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District English Learner Advisory Committee Review

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

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

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

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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2024–25 Title III English Learner Student Program Subgrant Budget

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

CDE Program Contact:

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

Estimated Allocation Calculation

Estimated English learner per student allocation	\$130.25
Estimated English learner student count	302
Estimated English learner student program allocation	\$39,336

Note: \$10,000 minimum program eligibility criteria

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

Budget

Professional development activities	\$1,000
Program and other authorized activities	\$2,000
English Proficiency and Academic Achievement	\$33,248
Parent, family, and community engagement	\$100
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$786
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$2,202
Total budget	\$39,336

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2024–25 Substitute System for Time Accounting

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

CDE Program Contact:

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

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

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

2024–25 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	None known

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