



# Vallecitos School District

5211 Fifth Street • Rainbow, CA 92028 • (760) 728-7092 • FAX (760) 728-7712

"A community school where we learn to achieve our dreams"

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vallecitos School District

CDS Code: 37 68437 6040562

School Year: 2024-25

LEA contact information:

Meliton Sanchez

Superintendent/CBO

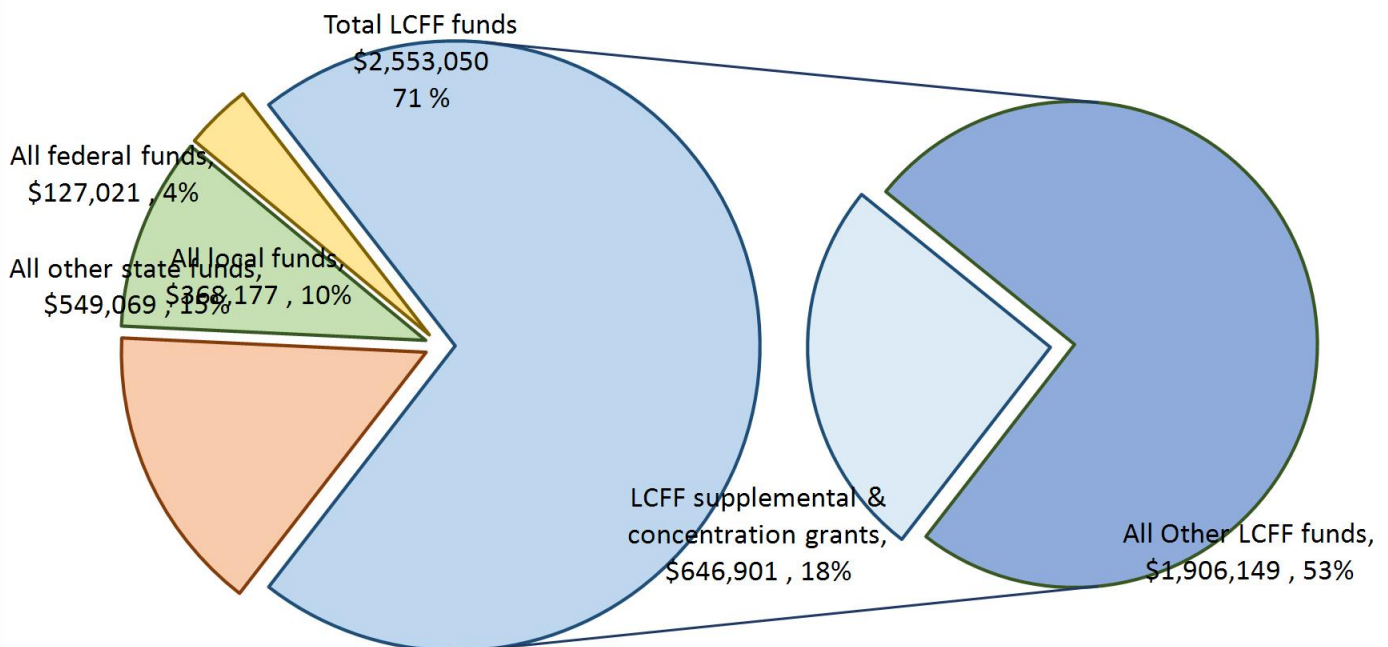
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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

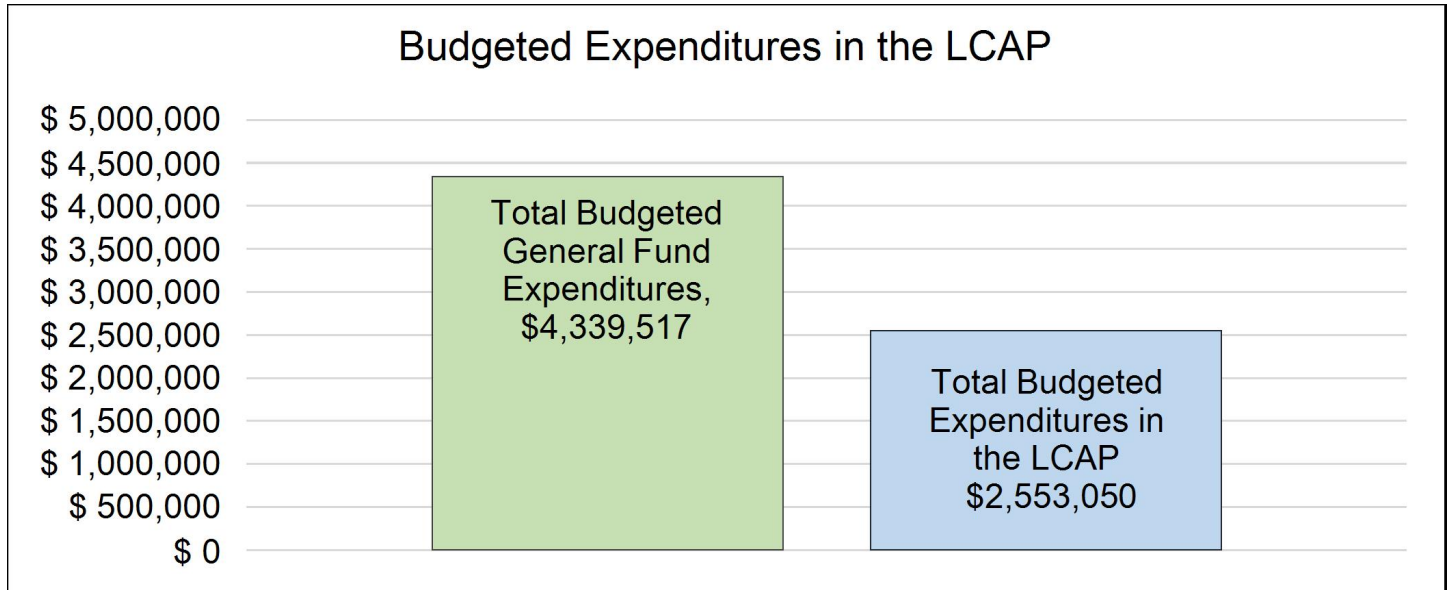


This chart shows the total general purpose revenue Vallecitos School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vallecitos School District is \$3,597,317, of which \$2,553,050 is Local Control Funding Formula (LCFF), \$549,069 is other state funds, \$368,177 is local funds, and \$127,021 is federal funds. Of the \$2,553,050 in LCFF Funds, \$646,901 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 Vallecitos 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: Vallecitos School District plans to spend \$4,339,517 for the 2024-25 school year. Of that amount, \$2,553,050 is tied to actions/services in the LCAP and \$1,786,467 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

For the school year, several General Fund Budget Expenditures are not included in the Local Control and Accountability Plan (LCAP). Routine maintenance costs, which ensure our school facilities remain safe and functional, represent a significant portion of these expenditures. This includes regular upkeep, repairs, and essential maintenance tasks necessary to provide a conducive learning environment.

Additionally, arts and music programs, which play a vital role in fostering students' creativity and well-rounded development, are funded through the General Fund. These programs cover costs such as instructor salaries, instruments, materials, and other resources essential for a comprehensive arts education.

Furthermore, after-school and Expanded Learning Opportunity Programs (ELOP) are also supported by the General Fund. These programs provide students with additional academic support, enrichment activities, and a safe environment beyond regular school hours. They help in addressing various student needs, promoting academic achievement, and supporting working families. These crucial expenditures ensure the continued delivery of diverse and enriching educational experiences for our students, complementing the initiatives outlined in the LCAP.

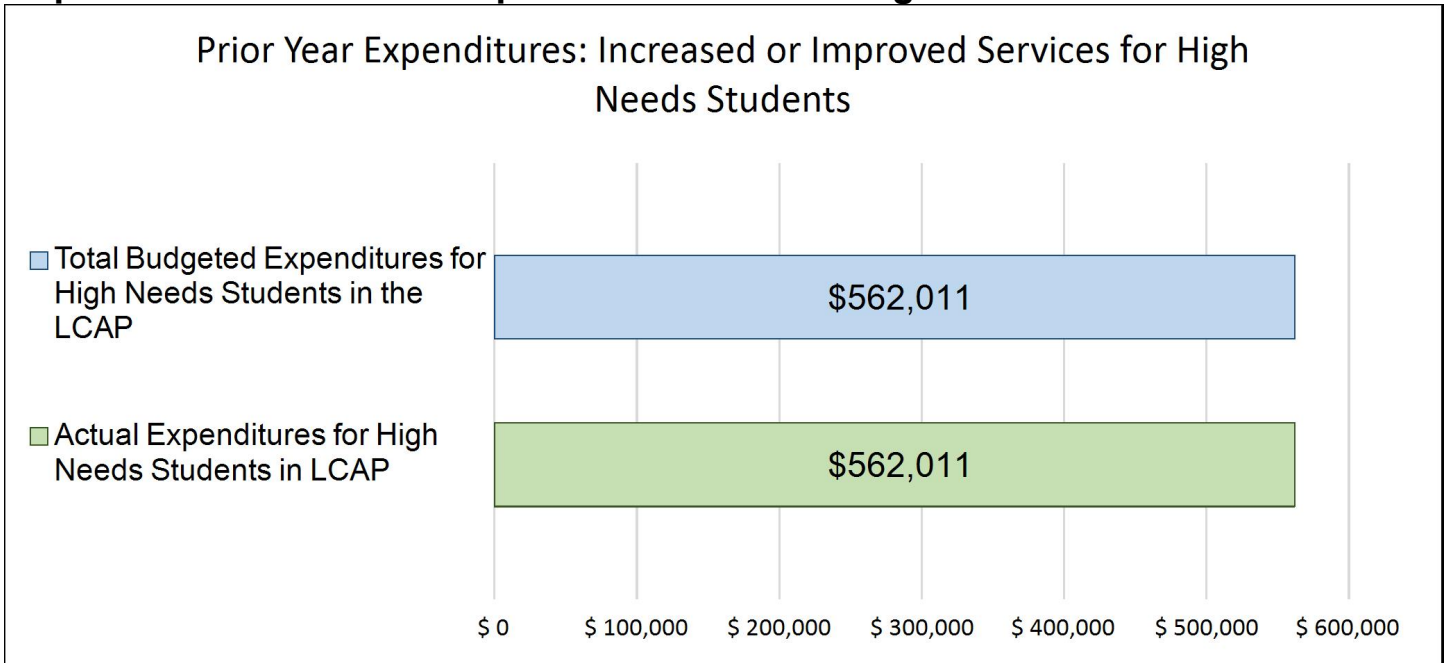
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Vallecitos School District is projecting it will receive \$646,901 based on the enrollment of foster youth, English learner, and low-income students. Vallecitos School District must describe how it intends to increase or improve services for high needs students in the LCAP. Vallecitos School District plans to spend \$695,396 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 Vallecitos 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 Vallecitos 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, Vallecitos School District's LCAP budgeted \$562,011 for planned actions to increase or improve services for high needs students. Vallecitos School District actually spent \$562,011 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$0 had the following impact on Vallecitos School District's ability to increase or improve services for high needs students:

The recent funding adjustments did not significantly impact our actions and services, due to the availability of alternative financial resources. For example, ESSER funding and the School Climate Transformation grant have effectively covered the costs that would have otherwise been affected. These expiring funding streams have provided the necessary financial support to maintain our key programs and initiatives without disruption. As a result, we have been able to continue our efforts in enhancing educational outcomes and fostering a positive school climate. Our strategic allocation of these funds has ensured that critical services remain operational, thereby minimizing any adverse effects on our educational community. This approach has allowed us to uphold our commitment to providing quality education and support to our students, even in the face of shifting financial landscapes. The district maintains a separate resource for supplemental and concentration grants and will use the carryover to support some deficit spending in the 24-27 LCAP.



# Vallecitos School District

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## 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
Vallecitos School District	Meliton Sanchez Superintendent/CBO	msanchez@vallecitosd.net (760) 728-7092 Ext. 229

# Goals and Actions

## Goal

Goal #	Description
1	As a collaborative team, Vallecitos School District will improve student learning outcomes in reading/language arts as measured by the results of formative classroom indicators, summative benchmark assessments, and the California Assessment of Student Performance and Progress (CAASPP) exams.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Performance	54.26% met or exceeded standards on the 2018-2019 CAASPP for ELA.	60% met or exceeded standards on the 2020-2021 CAASPP for ELA.	46.09% met or exceeded standards on the 2021-2022 CAASPP for ELA.	44% of students met or exceeded standards on the 22-23 CAASPP and 46% in 23-24. Students making growth one or more levels or remaining at a 4 increased from 43% in the 22-23 school year to 55% in 23-24 (not including 3rd grade due to growth data not being available for the prior year).	65% of students will meet or exceed standards on the CAASPP for ELA.
District MAPS Summative Reading Assessment	45.1% of students in 2nd - 8th grade met their Growth Projection in Reading on the 2020-21 fall to spring administration.	63.1% of students in 1st - 8th grade met their Growth Projection in Reading on the 2021-2022 fall to spring administration.	65% of students in 1st - 8th grade met their Growth Projection in Reading on the 2022-2023 fall to spring administration.	For 2023-2024, VSD no longer implements MAPS testing. Beginning this year, we are using iReady to determine current levels for our K-8th grade students. The	55% of students in 2nd - 8th grade will meet their Growth Projection in Reading on the fall to spring administration.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>end of year 23-24 baseline data for iReady Reading is as follows:</p> <p>26% of our students are mid or above grade level; 19% are early on grade level; 32% of our students are one grade level below; 12% are two grade levels below; and 11% of our students are three or more grade levels below grade level expectations.</p> <p>Based on iReady Growth Projection Data for 2023-24, our median growth toward typical annual progress was 151% for Reading.</p>	
District MAPS Summative Language Assessment	43.1% of students in 2nd - 8th grade met their Growth Projection in Language on the 2020-21 fall to spring administration.	69.6% of students in 2nd - 8th grade met their Growth Projection in Language on the 2021-22 fall to spring administration.	63% of students in 2nd - 8th grade met their Growth Projection in Language on the 2022-23 fall to spring administration.	For 2023-2024, VSD no longer implements MAPS testing. Beginning this year, we are using iReady assessment to determine current	40% of students in 2nd - 8th grade will meet their Growth Projection in Language on the fall to spring administration.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				levels for our students. iReady does not have a pure language component so we will rely on the reading scores above to determine our effectiveness with this metric.	*Based on iReady growth projections, students reached 151% median percent progress toward annual typical growth in Reading during the 23-24 school year.
Appropriately credentialed and assigned teachers	100% of teachers are appropriately credentialed and assigned as evidenced by Williams compliance reporting and documentation.	100%	93% of our teachers held a valid and appropriate credential.	93% of our teachers hold a valid and appropriate credential for their assignment. No change since LCAP adoption.	Maintain 100% appropriately assigned and fully credentialed teachers.
Implementation of academic performance and content standards as evidenced by grade level instructional timelines.	District ensures instructional materials and supplies are standards aligned in 100% of classrooms as evidenced by grade level instructional timelines.	100%	97%	100%- Vallecitos made a significant investment in PLC training to support faculty in this specific area. The faculty participated in PLC training in August 2023 and January 2024. The District provides a sufficient amount of adopted and standards aligned instructional materials for each classroom.	Maintain 100% implementation of academic standards.
Quarterly student progress report, and semester report cards	100% of teachers provide quarterly students progress	100%	100%- All teachers were able to distribute progress report cards	100%- All teachers were able to distribute quarterly progress	Maintain 100% of teachers providing progress reports.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	reports and semester report cards.		according to the schedule outlined in the goal. Vallecitos is working toward using the Synergy integrated grade book expect to achieve full implementation for the 24-25 school year.	reports and are on track to deliver the formal report card in early February for all students.	
English Learner instructional access	100% of English learner students have access to the Common Core State Standards and ELD standards to gain academic content knowledge and English language proficiency.	100%	100%	100%- All ELD identified students have access to CCSS in the classroom and all new-comers receive designated ELD via our pull-out program.	Maintain 100% EL instructional access.
English Learner Reclassification Rate	10.7% of English learner students are reclassified as Fluent English Proficient in 2020-2021.	11.8% of English learner students are reclassified as Fluent English Proficient in 2021-2022.	19% of English learner students are reclassified as Fluent English Proficient in 2022-2023.	11% of English learner students are reclassified as Fluent English Proficient in 2023-2024.	Maintain 10% or higher each year EL reclassification.
English Learner progress toward English proficiency	33.8% of English learners are making progress towards English proficiency (2018-2019).	36.8% of English learners are making progress towards English proficiency (2021-2022 *estimated)	According to 2021-2022 CA Dashboard data, 45.9% of English Learners at Vallecitos made adequate progress toward proficiency of the English language.	According to 2022-2023 CA Dashboard, 61.1% of the English Learner population made progress towards English language proficiency. We are awaiting official results for 2023-2024.	48% of English Learner students demonstrate progress toward English proficiency on the ELPAC over the previous year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>Based on preliminary data, in 2022-23, 45% of English Learners in 1st-8th grade improved 1 or more levels or remained at a 4 on the ELPAC.</p> <p>In 2023-24. 45% of English Learners in K-8th grade improved 1 or more levels or remained at a 4 on the ELPAC.</p>	
Other Pupil Outcomes	<p>52.9% of 5th graders are within the HFZ for Body Composition.</p> <p>46.4% of the 7th graders are within the HFZ for Body Composition</p>	<p>The 19-20 and 20-21 PFTs were suspended.</p> <p>The percent participation in 2021-22 was 100% for 5th and 7th grades.</p>	<p>Grade 5- 100% participation all areas except 1 student missed mile run.</p> <p>100% participation for grade 7 in all areas.</p>	<p>According to local data, 100% of our students participated in physical fitness testing. We did have one student who did not participate in the mile run due to injury.</p>	<p>60% of 5th and 7th grade students are within the Healthy Fit Zone in Body Composition as evidenced by the Physical Fitness Testing (PFT).</p>
Students enrolled in a broad course of study.	100% of students are enrolled in a broad course of study including unduplicated	100%	100%- Vallecitos was able to maintain and expand on this goal during 2022-2023. We added physical	100% of our students are enrolled in a broad course of study.	Maintain 100% of students enrolled in a broad course of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	pupils and pupils with exceptional needs.		education and social-emotional learning courses to help our students access a more-well-founded education. We are able to accomplish this due to our Community Schools Implementation Grant. During 2022-2023, we also maintained a before and after school program that provides a number of enriching activities that broaden student experiences.		

## 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.

Vallecitos School District was able to execute the actions listed in Goal 1 with some effectiveness given current available data. We were able to maintain low average class sizes, an ELD Coordinator, and a Reading Specialist to support literacy development at Vallecitos. The faculty conducted their summative assessments at the established points during the year and are utilizing the outcomes to guide their instruction. Paraprofessionals continued to provide support for our students and will remain a priority in our LCAP. We did not meet our goal of having 100% fully qualified faculty. One of our teachers was not fully credentialed in their respective area and they resigned mid-spring. We were fortunate to have a retired educator with a current/valid teaching credential fill the assignment allowing us to reach the 100% metric toward the end of year three. For 24-25, we expect to be at 100% in this area.



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

1.3- The District spent more than anticipated in this goal due to a 5% pay increase that was not planned at budget adoption and modified the goal to capture the cost of all classroom teachers with the exception of our TK classroom.

1.5- The District gave a 5% raise to teachers during the 22-23 school year, which increased the cost of this service. We project the cost of this service to be \$64,736, but statutory benefits and H&W costs.

1.6- The District shifted the cost of this goal to action 1.7.

1.7- The District modified this goal so that it focuses on adult to student ratio v. class sizes. In doing so, we shifted the costs from action 1.6 to this goal. We are charging a number of our instructional aides to this goal for the purpose of increasing the staff to student ratio for direct instructional services.

1.10- During 22-23 and 2023-2024, the District covered the cost of our TK program with Supplemental and Concentration grant funds. This was not previously included in the LCAP. Transitional Kindergarten benefits unduplicated pupils by providing a crucial bridge between preschool or informal home based education and kindergarten. This specialized early education program offers a nurturing and developmentally appropriate environment, addressing the unique needs of economically disadvantaged students, English language learners, and foster youth. Through targeted instruction, smaller class sizes, and social-emotional support, unduplicated pupils gain essential foundational skills, language proficiency, and self-confidence. This sets them on a path for academic success, narrowing the achievement gap early on, and fostering a strong educational foundation, ensuring their readiness to thrive in subsequent grades and beyond.

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

Given that the District did not meet our established ELA goal, we looked closely at our efforts to improve our ELA outcomes. The reasons that we did not meet the goal are attributed to decreasing student attendance patterns, a lack of consistency with utilizing the District's Core Adopted Curriculum, and a lack of training in responding to undesired student outcomes. The lack of training diminishes the quality of the data analysis and corresponding conversations that lead to meaningful targeted interventions. During 23-24, the District will prioritize student attendance, the use of the District's core adopted curriculum, and provide beginning of the year and ongoing PLC training to improve our collaboration and responses designed to improve student outcomes.

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.

The current LCAP lists ELA and Math achievement as separate goals. For the 2024-2025 LCAP, we are going to combine achievement in all core subjects into one goal and revise Goal 2 to focus on school climate issues instead of Math achievement.

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

# Goals and Actions

## Goal

Goal #	Description
2	As a collaborative team, we will improve student learning in mathematics as measured by district summative and the CAASPP state exam. The Vallecitos faculty and staff will increase the number of students who are proficient in math by 20% in 2023-2024 and 10% for each year after.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math Performance	39.24% met or exceeded standards on the 2018-2019 CAASPP for Math.	18.75% of 8th grade students met or exceeded standards on the 2020-2021 CAASPP for Math.	During 2021-2022 just 34.19% of students scored proficient or better in math. The result indicates a need to continue our focus on math instruction and achievement.	35% of students met or exceeded standards on the 22-23 CAASPP and 32% in 23-24. Students making growth one or more levels or remaining at a 4 decreased from 30% in the 22-23 school year to 27% in 23-24 (not including 3rd grade due to growth data not being available for the prior year.)	45% of students achieving at the level of standards met or exceed on the Math CAASPP assessment.
District MAPS Summative Mathematics Assessment	40.3% of students in 1st - 8th grade met their Growth Projection in Math on the 2020-21 fall to spring administration.	70.1% of students in 1st - 8th grade met their Growth Projection in Math on the 2021-22 fall to spring administration.	65% of students in 1st - 8th grade met their Growth Projection in Math on the 2022-23 fall to spring administration.	For 2023-2024, VSD no longer implements MAPS testing. Beginning this year, we are using iReady to determine current levels for our K-8th	49% of students in 1st - 8th grade will meet their Growth Projection in Math on the fall to spring administration.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>grade students. The end of year 23-24 baseline data for iReady Math is as follows:</p> <p>20% of our students are mid or above grade level; 19% are early on grade level; 41% of our students are one grade level below; 11% are two grade levels below; and 9% of our students are three or more grade levels below grade level expectations.</p> <p>Based on iReady Growth Projection Data for 2023-24, our median growth toward typical annual progress was 127% for Math.</p>	
Appropriately Credentialed and Assigned Teachers	100% of teachers are appropriately credentialed and assigned as evidenced by Williams	100%	90% during 2022-2023. We have one teacher participating in a Teacher Intern program.	93% of our teachers hold a valid and appropriate credential for their assignment. No change since LCAP adoption.	Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	reporting and documentation.				
Implementation of Academic Performance and Content Standards as Evidenced by Grade Level Instructional Timelines	District ensures standards aligned instructional materials and supplies in 100% of classrooms as evidenced by grade level instructional timelines.	100%	100%	100%- Vallecitos made a significant investment in PLC training to support faculty in this specific area. The faculty participated in PLC training in August 2023 and January 2024. The District provides a sufficient amount of adopted and standards aligned instructional materials for each classroom.	Maintain 100%
Sufficient Instructional Materials and Supplies as Measured by Board Resolution of Material Sufficiency	District ensures standards aligned instructional materials and supplies in 100% of classrooms as measured by board resolution of material sufficiency.	100%	100%	100%- All students had access to District adopted, core instructional materials.	Maintain 100%.
Quarterly Student Progress Report and Semester Report Cards	100% of teachers provide quarterly student progress reports and semester report cards.	100%	100%	100%- All teachers were able to distribute quarterly progress reports and are on track to deliver the formal report card in early February for all students.	Maintain 100%.
Online Math Software Usage	70% of students utilize the recommended	Program Total time	Program Total time	In 2023-2024, the District transitioned to	Maintain 70%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	usage minutes for mathematics programs.	Next Gen Math 517 hrs 12min Imagine Math Facts 43 hrs 35min Imagine Math 31 hrs 48min My Path 101 hrs 30min Program *Due to staff turnover and many different programs being used by students in inconsistent ways, the recommended usage for each program was not clear. We are switching to iReady next year in order to streamline our data and monitor student growth more accurately.	Next Gen Math: N/A Imagine Math Facts: 734.4 hours Imagine Math: 526.26 hours My Path Math: 1,646.76 hours	iReady. The usage statistics as of 06/013/2024 are as follows:  * Students completing lessons 180/181. * 86% of students pass lessons at 70-100% * Average lesson time on task per student = 23 hours, 19 minutes	

## 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.

In the previous year, the goal of improving student learning in mathematics was carried out through various strategic actions. These included maintaining low class sizes, employing an ELD Coordinator, and implementing district-wide summative assessments. Teachers utilized the outcomes of these assessments to guide their instruction, and paraprofessionals provided support to enhance student learning. The transition to iReady assessments helped track student growth more effectively.

There were some substantive differences between planned actions and actual implementation. The district planned to achieve a 45% proficiency rate in the CAASPP Math assessment but only reached 32%. Inconsistencies in using the District's Core Adopted Curriculum and a lack of training in addressing undesired student outcomes were key challenges. Additionally, lower student attendance impacted the effectiveness of the planned actions. The faculty faced difficulties in data analysis and implementing targeted interventions due to insufficient training.

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.

The overall implementation of actions to achieve the goal of improving math proficiency involved several key strategies. The district maintained small class sizes and employed an ELD Coordinator to support English learners. Summative assessments were conducted, and results were used to guide instructional practices. Despite these efforts, the implementation process faced some challenges. Challenges included the inconsistent use of Core Curriculum, leading to disparities in instruction. The District also struggled with attendance issues and is working to make attendance a priority in 24-25. Decreasing student attendance patterns affected the continuity of learning and progress. The District also has limited time to provide sufficient training for teachers in data analysis and response to undesired outcomes hindered effective intervention strategies.

On a positive note, we observed significant growth in iReady assessments, indicating progress in student learning. We also continued to provide paraprofessional support for our students and will maintain this action in the new LCAP.

To address these challenges, the district plans to prioritize student attendance, ensure consistent use of the core curriculum, and provide ongoing PLC training to improve collaborative efforts and instructional responses.

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

Originally, the budget had planned for professional development and curriculum resources, with funds allocated to maintain small class sizes and paraprofessional support. However, the actual expenditures showed increased spending on professional development and PLC training, along with additional resources directed towards attendance improvement programs.

While the planned percentages of improved services anticipated an increase in math proficiency rates and student growth metrics, the estimated actual percentages revealed mixed results. There was notable growth in iReady assessments, but the CAASPP Math proficiency did not meet the expected proficiency and growth rates. This discrepancy highlights the need for the district to continue refining its strategies and resource allocation to better support student achievement and align with planned goals.

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

Over the three-year LCAP cycle, Vallecitos School District implemented various actions to improve student outcomes, with mixed results. The effectiveness of these actions varied. The district found success with small class sizes and paraprofessional support, which provided students with individualized attention and contributed significantly to the growth observed in iReady assessments. The implementation of summative assessments also proved beneficial, as these assessments helped track student progress and guide instructional practices, showing some success in enhancing student learning.

However, certain actions were less effective. The lack of consistent application of the District's Core Adopted Curriculum resulted in ineffective instruction, which hindered progress toward achieving the goal. Additionally, insufficient training for teachers in data analysis and response to undesired outcomes limited the effectiveness of targeted interventions, reducing the overall impact of these efforts.

To address these issues, the district will combine achievement goals for all core subjects and revise the focus of Goal 2 to address school climate issues for the 2024-25 cycle. This change aims to streamline efforts and better support overall student achievement and well-being. Additionally, enhanced training and support for teachers will be prioritized to ensure more effective use of data and instructional strategies, ultimately improving student outcomes.

**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	Improve school climate and parental involvement related to the mission, core values, and goals of the district.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Schoolwide Parent Involvement	65% attend Back to School Night 57.3% attend Open House	70% attended Back to School Night 81.5% attended Open House	46% attended Back to School Night 73.1% of parents attended our 22-23 Spring Open House.	58.2% of parents attended Back to School Night. We also hosted three Lunch-on-the-Lawn events that was well attended.  69.06% of parents attended the 23-24 Spring Open House.	70% participation in Back to School Night and Open House.
Communications Promoting School Events and Activities, in order to promote participation among parents of unduplicated students and individuals with exceptional needs,	45 Blackboard Messages sent Home	45 Blackboard Messages sent home by the Superintendent/Principal. 155 families connected on Class Dojo. 2,788 Class Dojo messages sent by 18 staff members to parents. Class Dojo = 257 families, 404	76 Blackboard Messages sent home by the Assistant Principal.	141 Blackboard Messages, including weekly newsletters, sent home by the Principal during the 2023-24 school year. 5 stories posted, and 21,651 positive feedback points earned by kids.  Class Dojo = 202 families, 432 students,	50 Blackboard Message sent Home this year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		students, 2,407 messages sent this year. 217 stories posted, and 21,651 positive feedback points earned by kids. 94 Class Dojo School District posts.		159 messages sent this year. 14 stories posted, and 1,287 positive feedback points earned by kids.	
Increase the percentage of parents providing input through surveys on school climate and culture	10% response rate.	6%	11.6% of parents responded to the school's climate survey. 2% of parents responded to the electronic LCAP survey.	36% of parents responded to the school's climate survey.	20% response rate.
Facilities Inspection Tool	95.98% = "Good" Rating	Good	During the 2022-2023 school year, the Vallecitos School District reported an overall facilities rating of "Good."	91.52% = Good	Maintain a "Good" rating for the Facilities Inspection Tool for 2023-24.
Chronic Absenteeism Rate	7.3%	2.6%	20.9%	Approximately 17% of our students are considered chronically absent as of the mid-year update.	Decrease by 0.5% from the prior year.
Suspension Rate	0.9%	1%	1.1% suspended for at least one day.	1% suspension rate as for 23-24 school year.	Less than 1% suspension rate.
Expulsion Rate	0%	0 Expulsions	The Vallecitos School District recommended one student for expulsion during the	0.5% expulsion rate for the 23-24 school year.	Less than 1% expulsion rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2022-2023 school year. The expulsion was in pending status at the time of the District's LCAP publication. This expulsion represents 0.5% of the student body.		
Average Daily Attendance Rate	96%	94%	92%	Vallecitos Elementary School ADA percentage is 94.16% for the 23-24 school year.	Maintain Attendance rate of 96% or above.
Middle School Dropout Rate	Below 1%	below 1%	Below 1%	Vallecitos Elementary School did not have any middle-school drop-outs.	Maintain below 1% MS drop out rate
Improve local measure of school climate based on survey results	20-21 School Climate survey: Families - 3.66 (4 is highest) felt safe Students - elem - 3.5 Students - MS - 3.2  Students feeling connected- elem - 3.68 ms - 3.22	21-22 School Climate survey: Families - 3.65 (4 is highest) felt safe Students - elem - 3.29 Students - MS - 3.26  Students feeling connected- elem - 3.38 ms - 3.08	22-23 School Climate survey: Lowest ranking is 1 and 4 is the highest ranking.  Feel Safe Families - 3.08 Elementary Students- 3.32 Middle School Students- 3.08 Parents- 3.08 Staff- 4.00  Feel Connected-	23-24 School Climate survey: Lowest ranking is 1 and 4 is the highest ranking.  Feel Safe Families - 3.7 Elementary Students- 3.37 Middle School Students- 3.06 Parents- 3.08 Staff- 3.8  Feel Connected-	Families - 3.9 Students - elem - 3.9 Students - MS - 3.6  Students feeling connected- elem - 3.9 ms - 3.6

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Elementary Students - 2.04 Middle School Students - 3.24 Parents- 3.54 Staff- 3.60	Elementary Students - 2.85 Middle School Students - 2.88 Parents- 3.72 Staff- 3.35	

## 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 goal to improve school climate and parental involvement was pursued through various planned actions, with mixed results. While there was significant progress in parental engagement and communication, the response rates for surveys remained low. Facility improvements were partially successful, with some projects completed and others delayed due to resource constraints. The implementation of a Multi-Tiered Systems of Support (MTSS) showed significant progress, particularly with the hiring of a Social Emotional Learning Specialist and the enhancement of the PBIS system.

Our team made considerable progress with several areas over LCAP cycle. We offered a number of opportunities for parents to observe student learning, performances, and other events to promote parent, family, and community engagement. We effectively utilized various communication methods, such as our Blackboard all call system, the school website, and weekly newsletters for all of our educational partners. We also utilized Class Dojo and our marquee to regularly inform families about PTO activities, school-wide events, and related activities. Parent volunteers were actively involved in the classroom, field trips, and at PTO-sponsored events, enhancing the level of support and engagement. During each of these engagement opportunities, we took every advantage of surveying parents and families to help guide our program's initiatives.

We also connected with many community agencies to provide additional resources to students and families in need. The District fully implemented its free breakfast and lunch program through the Community Eligibility Provision and we are excited to improve our nutritional program with improvements to our kitchen infrastructure and conduct training that will result in an increase of speed scratch cooked meals for 24-25 and beyond.

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.

Overall, the actions to achieve the goal were implemented with some successes and challenges. Parental engagement saw notable improvement through diverse communication methods and events, fostering a stronger community sense. However, survey response rates remained low, and efforts to offer workshops on various topics were insufficient. Facility improvements were only partially completed due to resource constraints. The MTSS implementation showed progress, especially with the Social Emotional Learning Specialist and the refined PBIS system, but some planned facility upgrades were delayed.

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

There were material differences between budgeted and actual expenditures due to reallocations of resources to address emerging needs. Additional funds were directed towards professional development and attendance improvement initiatives, deviating from the original budget. These adjustments were necessary to address gaps in data analysis, instructional response, and student attendance, which impacted the planned percentages of improved services. 3.1- Overall, Action 3.1 is effective in improving parental engagement and contributing to the goal of enhancing school climate. By regularly communicating with families through various channels such as the All Call system, Vallecitos website, teacher websites, newsletters, social media, and the marquee, we have successfully kept parents informed about important initiatives, school-wide events, and other activities that support a positive school culture. The result of this effort led to a greater sense of community and involvement. Utilizing parent volunteers in the classroom and at PTO-sponsored events has proven to be beneficial in strengthening the connection between parents and the school. Their presence and support have enhanced the overall school climate and created a welcoming environment for students and families. We look forward to increasing our efforts to promote parent involvement and communication on our 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.

The actions under Goal 3 were effective in enhancing school climate and parental involvement. Communication improvements and increased parental participation in events were successful in building a stronger community. However, the low survey response rates and insufficient workshops indicate areas needing improvement. The MTSS framework's implementation was notably effective, particularly with the Social Emotional Learning Specialist and the PBIS system enhancements, contributing to a more positive school climate. Going forward, efforts will focus on addressing chronic absenteeism, maintaining high attendance rates, and refining actions to better involve parents and improve the school climate. The District will continue to pursue the initiatives listed in this goal for 24-25 and beyond. Pursuing initiatives that will improve our effectiveness at promoting a positive school climate and increasing connectedness to the school will become embedded in goal 2 for the next LCAP adoption. Of these areas, we will prioritize addressing chronic absenteeism and working to maintain a 95-96% attendance rate in 24-25.

**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](mailto: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





# Vallecitos School District

5211 Fifth Street • Rainbow, CA 92028 • (760) 728-7092 • FAX (760) 728-7712

"A community school where we learn to achieve our dreams"

## 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
Vallecitos School District	Meliton Sanchez Superintendent/CBO	msanchez@vallecitossd.net (760) 728-7092 Ext. 229

## 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.

Vallecitos School District is located in the rural and unincorporated community of Rainbow in north eastern San Diego County. The school has served the community of Rainbow since 1885. Based on 2023-2024 census day enrollment counts, Vallecitos School District serves approximately 190 students in grades TK-8. Rainbow is a unique community nestled on the east side of I-15 between Temecula and Fallbrook. The community maintains a high concentration of agricultural nurseries and agriculture serves as the basis of Rainbow's economy. Aside from a convenience store, a general store, and one restaurant, Rainbow does not offer many opportunities for consumer activity. The community maintains a nice park, which is adjacent to the school and allows for student use. Vallecitos also receives support from our dedicated PTO group, School Site Council, and DELAC. These important educational partners offer physical support, financial support, valuable feedback, and aid in some of the decision making processes at Vallecitos. Our PTO in particular also supported our site by helping to fund the end of year field trips for our students. They also executed a number of evening events that improved the culture and connectedness of our school community. The faculty and staff at Vallecitos looks forward to strengthening these partnerships in 24-27 as we work to make a positive impact to school culture and student achievement.

With respect to student groups, Vallecitos School serves the following demographic:

88.2% Hispanic  
10% White  
0.6% Asian  
0.6% Black / African American

Socioeconomic Disadvantaged: 86%  
English language learners: 54%  
Students with disabilities: 11%

Currently, Vallecitos Elementary School maintains one teacher per grade level, but will incorporate combination classrooms during the 24-25 school year. In addition to our classroom teachers, Vallecitos also maintains a Reading Specialist, an English Learner Coordinator, a Physical Education & Health Teacher, and a Special Education Resource Teacher. Our classified staff includes three support staff in the office, two custodians, one food services assistant, and seven instructional aides. At the management level, Vallecitos employs a Superintendent/CBO, a Principal / MTSS Coordinator, a cafeteria supervisor, and a Business Manager. Our pupil supports include a half time school psychologist and a full time Social Emotional Learning Specialist. The faculty and staff utilize Multi-Tiered Systems of Support (MTSS) Framework to improve academic achievement, behavior outcomes, and to meet the social-emotional needs of all students. This dedicated team of employees ensure that we provide the conditions and supports necessary to help each and every one of our students achieve success.

## Reflections: Annual Performance

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

Our biggest success in 22-23 was our English Learner Progress, reaching the highest level possible, Blue on the California School Dashboard. 61.1% of our English Learners made progress, an increase of 14.5% from the previous year. Our preliminary 23-24 ELPAC data does not show as much growth as the previous year, but we will wait to see what next year's Dashboard shows to confirm this information. We were also able to increase our Reclassification to Fluent English Proficient to 18%, a 9% increase from the previous year. Although not quite as high, in 23-24 our reclassification rate was 11%, exceeding our LCAP goal by 1%.

The district fell into the Red range for Chronic Absenteeism and Suspensions. In examining the Student Group Details, Hispanic, Socioeconomically Disadvantaged, and English Learners are the groups that are struggling the most in these areas. Despite targeted efforts to improve our attendance outcomes during the 23-24 school year, we still fell short with our average daily attendance for the year landing at 94%. We also worked hard to minimize suspensions by engaging in restorative practices and providing alternatives to suspensions. These efforts were successful with our suspension rate dropping to 1% for 23-24.

We are in the Orange range for English Language Arts (ELA) and Mathematics scores, with our same special populations struggling the most--Hispanic, Socioeconomically Disadvantaged, and English Learners. Preliminary data for the 23-24 CAASPP shows that our students improved in ELA moving from 44% of students meeting or exceeding standards in 22-23 to 46% of students meeting or exceeding standards in 23-24. Additionally, our students showed enormous growth on the ELA CAASPP with 43% of students showing growth by 1 or more levels

(or remaining at a 4) in 22-23 jumping to 55% in 23-24. This growth is also evident in our iReady data which shows that in ELA , 21% of students started the year at early to above grade level, and by the end of the year, 45% of students reached this goal. Although many students fell short of meeting grade level standards, their growth was phenomenal; schoolwide our students met 151% of their progress toward annual typical growth.

Alternatively, our progress in mathematics was not as strong on the CAASPP. Preliminary data for the 23-24 CAASPP shows that our students declined in Mathematics, moving from 35% of students meeting or exceeding standards in 22-23 to 32% of students meeting or exceeding standards in 23-24. This trend was evident in their overall growth as well, with our students showing 30% growth by 1 or more levels (or remaining at a 4) in 22-23 declining to 27% in 23-24. However, our iReady data tells more positive story. In Mathematics, 9% of students started the year at early to above grade level, and by the end of the year, 39% of students reached this goal. Although many students fell short of meeting grade level standards, their growth was again impressive, with our K-8 students meeting 127% of their progress toward annual typical growth.

## Reflections: Technical Assistance

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

Vallecitos Elementary is eligible for Technical Assistance/Differentiated Assistance due to significant populations of English Learners, Hispanic students, and socio-economically disadvantaged students. The school district's 2023-2024 LCAP is working to address the various challenges faced by these student populations, especially in the areas of English/Language-Arts (ELA) and Math achievement. Data analysis is a key component of this process, with the team collecting and analyzing data at multiple levels - Satellite, Map, and Street. At the Satellite level, data from the California Dashboard and CDE was used to identify areas for improvement. At the Map level, attendance reports and behavior documentation were analyzed to implement targeted interventions, and at the Street level, student empathy interviews were conducted to gain insights into attendance patterns. Through this process, the team was able to identify strategies and programs to support student achievement and well-being, particularly in addressing chronic absenteeism.

The team involved in the data analysis process included the District Superintendent, site principal, and DA coach. By engaging in the Root Cause Analysis process, they were able to delve deeper into the underlying issues affecting student attendance and well-being. By observing aspects of improvement science, liberatory design model, and systems thinking, the team identified the problem statement and root causes based on the data collected. They found that implementing the reading block and engaging in conversations with students and families had a positive impact on attendance. This information will be used to further develop strategies and programs to support student attendance and well-being, with a focus on addressing the high absenteeism rate at Vallecitos Elementary.

Overall, the work underway as part of receiving technical assistance at Vallecitos Elementary is focused on addressing the significant challenges faced by students, particularly in the areas of ELA and Math achievement, chronic absenteeism, and supporting diverse student populations. By engaging in a thorough data analysis process and Root Cause Analysis, the team has been able to identify key areas for improvement and implement targeted interventions to support student success. Moving forward, the information and insights gained through

these processes will guide the development of effective strategies and resources to improve student outcomes and ensure that all students have the support they need to thrive academically and socially.

Goal 1, Action 1 "First, Best Instruction in Core Subjects", Goal 1, Action 2 "Maintain Full-Time English Language Development Coordinator", and Goal 1, Action 9 "Push-in Support for ELD Students", Goal 1, explain the actions and services around English learners the Vallecitos team will implement based on the findings of the data and root cause analysis conducted.

Goal 2, Action 1 "Provide Multiple Parent and Community Engagement Opportunities on Campus Each School Year", Goal 2, Action 2 Home Visits for Tier II and III Attendance Concerns", Goal 2, Action 3 "Parent Engagement/Education Workshops", and Goal 2, Action 5 "Maintain Social-Emotional Learning Specialist (PPS Counselor)" explain the actions and services around chronic absenteeism the Vallecitos team will implement based on the findings of the data and root cause analysis conducted.

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

N/A

### ***Support for Identified Schools***

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

N/A

### ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In order to ensure a comprehensive and inclusive Local Control Accountability Plan (LCAP) for the Vallecitos School District, the District gathered valuable input from our educational partners. The district sought direct feedback from teachers, students, parents, the School Site Council, and the District English Learner Advisory Committee (DELAC). Through the use of multiple data channels, the district engaged each educational partner to influence the goals and strategies incorporated into the LCAP.

Teachers played a vital role in shaping the LCAP priorities. Their expertise and on-the-ground experience were essential in identifying areas that required improvement and providing valuable insights into effective strategies. The district actively solicited feedback from all teachers, organizing meetings and conducting multiple surveys where they could voice their opinions and contribute to the decision-making process. District administration met with each teacher on an individual basis and devoted thirty minutes to having an end of year reflection conversation specifically designed to inform the LCAP. By incorporating teacher perspectives, the district ensured that the goals and strategies in the LCAP aligned with the needs and aspirations of the educators who directly impact student learning.

Students, being the primary beneficiaries of the educational system, were also actively involved in the development of their LCAP. The district recognized the importance of incorporating student perspectives to create an engaging and inclusive learning environment. Through informal student conversations, leadership groups, and surveys, the district was able to gather input from students across different grade levels and demographic backgrounds. By valuing student voices, the district gained a deeper understanding of their needs, aspirations, and challenges, enabling them to incorporate student-centered goals and strategies in the LCAP.

Parents and community members are crucial partners in their children's education and were offered the opportunity to actively engage in the LCAP decision-making process. The district offered an online survey and held LCAP input opportunities via our School Site Council and DELAC. We encouraged parents to share their insights, concerns, and aspirations for their children, which allows the District to gain added perspective on the educational experience of our children. Their input also helps shape the goals and strategies in the LCAP, ensuring that they addressed the diverse needs of the student population and reflected the desires of parents for their children's education.

The School Site Council and DELAC, comprised of parents, staff, administrators, and community members, served as an essential advisory body in developing the LCAP. The district collaborated closely with the council, organizing meetings to discuss the district's goals, progress, and challenges. The council members provided valuable input, ensuring that the LCAP was aligned with the collective vision and priorities of the school community. The District English Learner Advisory Committee (DELAC) also played a crucial role in shaping the LCAP's goals and strategies related to English Learners. The district actively engaged with the DELAC through meetings, presentations, and collaborative discussions similar to the engagement with our School Site Council. By incorporating the perspectives of this committee, the district ensured that the LCAP effectively addressed the specific needs and aspirations of English Learners, promoting equity and providing targeted support to this student population. The input from our DELAC is particularly important due to the significant size of our English Learner population.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	All students will demonstrate proficiency or consistent growth in English Language Arts, Math, and Science.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In Vallecitos School District, our primary objective is to cultivate well-rounded students who possess the knowledge and skills needed for success in a rapidly changing world. This LCAP goal centers on ensuring proficiency or consistent growth in English Language Arts, Math, and Science for ALL students. By prioritizing these core subjects, Vallecitos will meet state standards and foster critical thinking, problem-solving, and analytical skills essential for our students' success in high school and beyond. We will strive for every student to have access to high-quality education and opportunities for growth.

This goal also prepares our students for college, careers, and active citizenship. Mastery in ELA supports literacy skills crucial for all subjects, while proficiency in Math lays a foundation for STEM fields and various professions. Science education provides an understanding of society, history, and the natural world, empowering students to be informed and engaged global citizens. In Vallecitos School District, we are committed to nurturing the potential within each student and ensuring they thrive academically and beyond.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASP ELA Results	11.4 points below standard (22-23 Dashboard results)			8 points below standard (2027 Dashboard results)	
					AND	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>46% of 3rd-8th grade students at level 3 or 4 (23-24 results)</p> <p>43% of 4-8th grade students showed growth by 1 or more levels or remained at a level 4 (23-24 results)</p>			<p>60% of 3rd-8th grade students score level 3 or 4 (2027 CAASPP results)</p> <p>OR</p> <p>70% of 4-8th grade students showing growth by 1 or more levels or remain at a level 4 (2027 CAASPP results)</p>	
1.2	CAASP Math Results	<p>41.8 points below standard (22-23 Dashboard results)</p> <p>32% of 3rd-8th grade students at level 3 or 4 (23-24 results)</p> <p>27% of 4-8th grade students showed growth by 1 or more levels or remained at a level 4 (23-24 results)</p>			<p>30 points below standard (22-23 Dashboard results)</p> <p>40% of 3rd-8th grade students at level 3 or 4 (23-24 results)</p> <p>50% of 4-8th grade students showed growth by 1 or more levels or remained at a level 4 (23-24 results)</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CA Science Test Results	35% of students At or Above Grade Level			42% of Students At or Above Grade Level	
1.4	iReady Reading Scores	54% of students at Early On Grade Level or Above			55% of Students at Early On Grade Level or Above	
1.5	iReady Math Scores	39% of students at Early On Grade Level or Above			45% of Students at Early On Grade Level or Above	
1.6	Informal Reading Inventory Assessment Scores	57% of students Mid-Grade Level or Above			80% of students Mid-Grade Level or Above	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	First, Best Instruction in Core Subjects	<p>First, best instruction in core subjects entails implementing high-quality, evidence-based teaching practices tailored to meet the diverse needs of all learners. This includes differentiated instruction to accommodate varying learning styles and abilities, small-group instruction for targeted support, and the integration of technology to enhance engagement and comprehension.</p> <p>Given that approximately 50% of the student population are English Learners and 80% are socioeconomically disadvantaged, the school's approach will involve culturally responsive teaching strategies, language development support, and equitable access to resources and opportunities. Teachers will receive professional development focused on culturally relevant pedagogy, language acquisition strategies, and effective classroom management techniques.</p> <p>In order to build capacity schoolwide, the Reading Specialist, ELD Coordinator, and Principal will be trained on Diane Sweeney's Student Centered Coaching. All teachers will participate in at least two coaching cycles throughout the school year as classroom embedded professional development. The focus of these coaching sessions will be implementation of strategies for English Learners and Students with Disabilities, but will benefit ALL students. Part of Student Centered Coaching includes the coaching team working together to develop systems for collecting evidence of impact. This will take place year one and evidence will be collected and monitored regularly.</p> <p>Regular assessments will be used to monitor student progress and inform instructional decisions, with interventions provided as needed to address gaps in learning. Family and community engagement will also be prioritized to ensure a collaborative approach to supporting student success. Overall, "First Best Instruction" in this context emphasizes equity, inclusivity, and excellence in teaching and learning.</p>	\$829,315.00	No
1.2	Maintain Full-Time English Language	Funding an English Language Development Coordinator through LCFF Supplemental and Concentration grant funds is an investment to support the diverse needs of English Learners (ELs) in the school community. With	\$103,186.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Development Coordinator	<p>approximately 50% of the student population identified as ELs, the ELD Coordinator will play a pivotal role in facilitating their academic success and linguistic development.</p> <p>The ELD Coordinator will lead targeted initiatives aimed at enhancing English language proficiency among ELs, ensuring equitable access to rigorous curriculum, and fostering a culturally responsive learning environment. In addition to delivering Designated ELD to students, the ELD Coordinator will collaborate closely with teachers in the role of Instructional Coach to ensure that students receive integrated ELD in the classroom through teaching of the ELD standards and incorporating differentiated instructional strategies tailored to meet the unique needs of ELs. Through coaching cycles, the ELD Coordinator and teachers will set goals and learning targets, co-plan and implement lessons, and collect and analyze data.</p> <p>Moreover, the ELD Coordinator will serve as a liaison between school staff, students, and families, providing valuable resources, guidance, and support to promote meaningful family engagement and community partnerships. By leveraging LCFF Supplemental and Concentration grant funds to finance this position, the school demonstrates a commitment to equity, inclusivity, and excellence in serving its EL population, ultimately fostering academic achievement and socio-emotional well-being for all students.</p>		
1.3	Maintain Full-Time Reading Specialist	<p>Funding a Reading Specialist position through LCFF Supplemental and Concentration grant funds will be a strategic investment to address the diverse literacy needs of students, particularly those facing challenges in reading proficiency. With a significant percentage of students in the school identified as English Learners and socioeconomically disadvantaged, the presence of a dedicated Reading Specialist becomes essential in providing targeted support to improve literacy outcomes for all learners.</p> <p>Through our Multi-Tiered Systems of Support (MTSS), the Reading Specialist will bring specialized expertise in literacy instruction, assessment, and intervention, working collaboratively with teachers to</p>	\$105,390.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>identify struggling readers, implement evidence-based interventions to students 1x1 and in small group setting, and monitor progress over time. They will conduct assessments to diagnose reading difficulties and develop individualized intervention plans.</p> <p>The Reading Specialist will provide ongoing professional development to educators on effective literacy practices in the role of Instructional Coach, incorporating differentiated instructional strategies tailored to meet the unique needs of our special populations such as English Learners and Students with Disabilities. Through coaching cycles, the Reading Specialist and teachers will set goals and learning targets, co-plan and implement lessons, and collect and analyze data. The Reading Specialist will support the integration of literacy instruction across the curriculum, ensuring that students have access to high-quality reading materials and opportunities for meaningful literacy engagement in all subject areas.</p> <p>The Reading Specialist will also collaborate with families and community partners to promote a culture of literacy at home and in the broader community.</p> <p>By allocating LCFF Supplemental and Concentration grant funds to fund the Reading Specialist position, the school demonstrates a commitment to addressing disparities in literacy achievement, fostering equitable access to literacy resources and support, and ultimately empowering all students to become proficient readers and lifelong learners.</p>		
1.4	Maintain and Support Rainbow's Road to Reading (Guided Reading) Program	<p>Implement and sustain the Rainbows Road to Reading program as a cornerstone of literacy development within Vallecitos School District's LCAP. This guided reading initiative provides personalized instruction tailored to students' individual reading levels and needs. Through small group sessions led by trained educators, students receive targeted support to strengthen their reading comprehension, fluency, and vocabulary skills. By fostering a love for reading and improving literacy proficiency across all grade levels, the program enhances academic achievement, promotes equity, and empowers students with the foundational skills necessary for lifelong learning and success in all subject areas.</p>	\$3,669.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Maintain iReady Platform for Supplemental Instruction	i-Ready is an online program for reading and/or mathematics that will help our teachers determine their students' needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows our teachers to meet the student exactly where they are and provides data to increase your student's learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction.	\$12,400.00	No
1.6	Maintain Renaissance Platform Access	Accelerated Reader (AR) and myON both play pivotal roles in enhancing ELA achievement. AR engages students in independent reading by offering a wide range of leveled texts and assessing comprehension through quizzes, fostering reading fluency and comprehension skills. Meanwhile, myON provides access to a vast digital library with personalized recommendations, allowing students to explore diverse genres and topics aligned with their interests and reading levels. Together, these programs promote literacy development, expand vocabulary, and cultivate a love for reading, ultimately boosting ELA achievement by empowering students to become proficient, confident readers across various text types and formats.	\$6,677.00	No
1.7	Support Push-in Aides for Unduplicated Students with IEPs	<p>This action allocates funding to enable special education aides to provide in-class support for unduplicated Students with Disabilities. Recognizing that these students often face unique challenges in achieving proficiency in core subjects, this initiative integrates aides into general education classrooms in order to provide the least restrictive environment for students. The aides will deliver personalized assistance, help differentiate instruction, and ensure that students can fully access and engage with the curriculum. This approach fosters an inclusive learning environment, addresses individual learning needs, and helps bridge achievement gaps.</p> <p>By providing special education aides in the classroom, students receive immediate and tailored support, enhancing their ability to grasp and master core subject material. This action supports differentiated instruction and helps teachers manage diverse learning needs more effectively.</p>	\$144,322.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Effectiveness will be measured through student progress on standardized assessments, classroom grades, and achievement of IEP goals. Additional metrics include monitoring improvements in attendance and engagement, as well as collecting feedback from teachers, aides, and students to assess the overall impact of the support provided.</p>		
1.8	Aide to Support Combination Classroom(s)	<p>This action funds the employment of aides in combination classrooms to specifically support unduplicated students, including those who are Socioeconomically Disadvantaged, English Learners, and Foster Youth. Combination classrooms, which group students from different grade levels, present unique instructional challenges. The presence of aides ensures that unduplicated students receive targeted assistance, helping them navigate and succeed in this complex learning environment.</p> <p>Aides in combination classrooms provide personalized support and help differentiate instruction, ensuring that unduplicated students can effectively access and engage with the curriculum. This targeted assistance addresses the diverse learning needs of these students, helping them achieve proficiency and make adequate progress in core subjects.</p> <p>The effectiveness of this action will be monitored through student progress on standardized assessments, classroom grades, and other academic performance indicators. Additional metrics include tracking attendance and engagement levels, as well as gathering feedback from teachers, aides, and students to evaluate the impact of the aides' support on student learning outcomes.</p>	\$38,855.00	Yes
1.9	Push-in Support for ELD Students	<p>This action establishes push-in support for our highest-need English Language Development (ELD) students. A dedicated support staff member will work directly within the classrooms to provide targeted assistance during regular instruction. This approach aims to address the unique language and academic needs of these students by offering immediate support with comprehension, language development, and task completion. By embedding support within the classroom environment, we ensure that</p>	\$46,849.00	Yes

Action #	Title	Description	Total Funds	Contributing
		our highest-need ELD students receive personalized assistance tailored to their specific learning challenges. This initiative facilitates greater integration into classroom activities while promoting language acquisition and academic success.		
<b>1.10</b>	Basic Services	Non-instructional / Student support, administrative, and operational functions that consume LCFF funds to support our instructional program.	\$891,923.00	No
<b>1.11</b>	Fund Stand Alone TK Classroom	The Vallecitos Elementary School will fund a full-day Transitional Kindergarten (TK) classroom with supplemental and concentration dollars. This program will cater to the early educational needs of all students, with a specific focus on those from our high unduplicated population. The TK classroom aims to provide a strong educational foundation through an enriched curriculum and targeted support, ensuring readiness for kindergarten and beyond. The extended hours will allow for comprehensive developmental activities, individualized attention, and family engagement opportunities, fostering a nurturing learning environment that supports both academic and social-emotional growth.	\$94,842.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Vallecitos School District will maintain school safety, high levels of student attendance, foster a positive climate, and promote broad parent/community engagement.	Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal ensures legal compliance, prioritizes student well-being, meets community engagement expectations, drives positive educational outcomes, and demonstrates accountability. The goal reflects a commitment to providing a safe, welcoming environment conducive to learning, fostering strong attendance rates, nurturing a positive school climate, and actively engaging parents and the community in the educational process.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Daily Attendance	91.55%			96%	
2.2	Suspension Rate	1%			0.5%	
2.3	Chronic Absenteeism Rate	23.7%			10%	
2.4	Indicators from the Healthy Kids Survey for Parents- Average percent of respondents	<ul style="list-style-type: none"> <li>• School is a safe place for my child: 50%</li> </ul>			<ul style="list-style-type: none"> <li>• School is a safe place for</li> </ul>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	reporting "Strongly agree" and Agree" <ul style="list-style-type: none"> <li>• School is a safe place for my child.</li> <li>• School actively seeks input of parents.</li> <li>• School motivates students to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• School actively seeks input of parents: 43%</li> <li>• School motivates students to learn: 64%</li> </ul>			<ul style="list-style-type: none"> <li>• my child: 60%</li> <li>• School actively seeks input of parents: 53%</li> <li>• School motivates students to learn: 74%</li> </ul>	
2.5	Indicators from the Healthy Kids Survey for 7th-8th grade students- Average percent of respondents reporting "Strongly agree" and "Agree" <ul style="list-style-type: none"> <li>• I feel safe at this school.</li> <li>• I am happy to be at this school.</li> <li>• I do things that make a difference.</li> <li>• I try hard on my school work because I am interested in it.</li> </ul>	<ul style="list-style-type: none"> <li>• I feel safe at this school: 66%</li> <li>• I am happy to be at this school: 67%</li> <li>• I do things that make a difference: 27%</li> <li>• I try hard on my school work because I am interested in it: 54%</li> </ul>			<ul style="list-style-type: none"> <li>• I feel safe at this school: 80%</li> <li>• I am happy to be at this school: 80%'</li> <li>• I do things that make a difference : 50%</li> </ul>	
2.6	Indicators from the Healthy Kids Survey for 3rd-6th Grade Students-	<ul style="list-style-type: none"> <li>• Do you feel safe at school?</li> </ul>			<ul style="list-style-type: none"> <li>• Do you feel safe</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Average percent of respondents reporting "Strongly agree" and "Agree"</p> <ul style="list-style-type: none"> <li>Do you feel safe at school?</li> <li>Are you happy to be at this school?</li> <li>Do the teachers and other grown-ups at school ask you about your ideas?</li> <li>Do you get to do interesting activities at/when you participate in school?</li> </ul>	<p>72% (grades 3-5)</p> <ul style="list-style-type: none"> <li>Are you happy to be at this school? 73% (grades 3-6)</li> <li>Do the teachers and other grown-ups at school ask you about your ideas? 30% (grades 3-6)</li> <li>Do you get to do interesting activities at/when you participate in school? 52% (grades 3-6)</li> </ul>			<p>at school? 82% (grades 3-5)</p> <ul style="list-style-type: none"> <li>Are you happy to be at this school? 83% (grades 3-6)</li> <li>Do the teachers and other grown-ups at school ask you about your ideas? 60% (grades 3-6)</li> </ul>	
2.7	Total # of chronically absent or at risk of being chronically absent students who received home visits / total number of chronically absent students= %	10/40= 25%			100% of chronically absent or at-risk of being chronically absent students will receive at least one home visit.	
2.8	Indicators from the Healthy Kids Survey for Staff- Average percent of respondents reporting	<ul style="list-style-type: none"> <li>School is a safe place for staff: 85%</li> </ul>			<ul style="list-style-type: none"> <li>School is a safe place for</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>“Strongly agree” and “Agree”</p> <ul style="list-style-type: none"> <li>School is a safe place for staff.</li> <li>Adults who work at this school support and treat each other with respect.</li> <li>This school motivates students to learn:.</li> </ul>	<ul style="list-style-type: none"> <li>Adults who work at this school support and treat each other with respect: 46%</li> <li>This school motivates students to learn:77%</li> </ul>			<p>staff: 100%</p> <ul style="list-style-type: none"> <li>Adults who work at this school support and treat each other with respect: 85%</li> <li>This school motivates students to learn:100%</li> </ul>	
2.9	<ul style="list-style-type: none"> <li>Number of Engagement Opportunities</li> <li>% of attendance from families at each event.</li> </ul> <p>AND # Indicators from the Healthy Kids Survey for Parents- Average percent of respondents reporting "Strongly Agree"</p>	<ul style="list-style-type: none"> <li>1 Family Movie Night and - Orientation: unknown</li> <li>1 Cultural Celebration Night: unknown</li> <li>3 Lunch on the Lawns: unknown</li> <li>1 Back to School Night: 58% attendance from families</li> </ul>			<ul style="list-style-type: none"> <li>1 Family Movie Night and Orientation: 90% attendance from families</li> <li>1 Back to School Night: 95% attendance from families</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<ul style="list-style-type: none"> <li>• School encourages me to be an active partner.</li> <li>• Parents feel welcome to participate in this school.</li> <li>• School actively seeks the input of parents.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Parent Teacher Conferences;</li> <li>• 1 Open House: 69% attendance from families</li> <li>• 4 DELAC Meetings: 4% attendance from families</li> </ul> <p>AND</p> <p>Indicators from the Healthy Kids Survey for Parents- Average percent of respondents reporting "Strongly Agree"</p> <ul style="list-style-type: none"> <li>• School encourages me to be an active partner: 64%</li> <li>• Parents feel welcome to participate in this school: 80%.</li> <li>• School actively seeks the input of parents: 43%</li> </ul>			<ul style="list-style-type: none"> <li>• 4 DELAC/Cultural Celebration Nights: 70% attendance from families</li> <li>• 4 Lunch on the Lawns: 65% attendance from families</li> <li>• 1 Parent Teacher Conferences: 100% attendance from families</li> <li>• 1 Open House: 95% attendance from families</li> <li>• 1 Talent and Art Show: 75% attendance from families</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>Indicators from the Healthy Kids Survey for Parents- Average percent of respondents reporting "Strongly Agree"</p> <ul style="list-style-type: none"> <li>• School encourages me to be an active partner: 80%</li> <li>• Parents feel welcome to participate in this school: 100%.</li> <li>• School actively seeks the input of parents: 75%</li> </ul>	

# Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide Multiple Parent and Community Engagement Opportunities on Campus Each School Year.	<p>During the school year, we will host the following events in order to engage with families and the community in positive ways and seek meaningful feedback from them:</p> <ul style="list-style-type: none"> <li>1 Family Movie Night and Orientation- This event starts the year off on a positive note and allows all families to learn the expectations for the year and receive their Parent/Student Handbook. During this event we also recruit parents to volunteer for events and committees, survey families as to what workshops and events they would like to see throughout the year and the best days and times for these events to take place.</li> <li>2 Back to School Night- Families will have a chance to meet teachers and learn expectations for the school year.</li> </ul>	\$70,718.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• 4 DELAC/Cultural Celebration Nights- Paired with DELAC meetings, these events allow families to share traditions, foods, and cultures with each other. We want all of our families to feel welcome and appreciated.</li> <li>• 4 Lunch on the Lawns: These events are opportunities for families to have lunch with their students. During these events, parents are also asked for feedback via surveys throughout the year.</li> <li>• 1 Parent Teacher Conferences: This is an opportunity for families to connect with each teacher and partner on the academic success of each student.</li> <li>• 1 Open House/Talent and Art Show: 75% attendance from families- This event allows students to showcase their academic, artistic, and other talents for the community. We want all of our students to feel seen and sharing their work and talents with an authentic audience is a means to make this happen.</li> </ul>		
<b>2.2</b>	Home Visits for Tier II and III Attendance Concerns	Conduct regular home visits for our students who exhibit attendance patterns that lead to chronic absenteeism. This is an area where we are red on the CA School Dashboard for students categorized as English Learners, Hispanic, and Socioeconomically disadvantaged.	\$996.00	Yes
<b>2.3</b>	Parent Engagement/Education Workshops	Host informational events to both educate and learn from parents and community ways to increase engagement, attendance, and achievement and reducing incidences of school violence, substance abuse, and other behaviors that adversely affect achievement. Topics include, but are not limited to substance abuse awareness, benefits of positive school	\$5,232.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance, and safety initiatives, such as digital citizenship and online safety.		
2.4	Viking Ticket Store	<p>Through out PBIS initiative students earn Viking Tickets for demonstrating our Three Be's- Be Safe, Be Respectful, Be Responsible. The students are able to cash the tickets in for various kinds of merchandise distributed from the Viking Store, as well as experiences such as reading to students in another classroom or choosing a staff member's hairstyle for the day.</p> <p>The funds allocated in this action will encourage students to make an extra effort to add value to the campus environment.</p> <p>Vallecitos School District will support the Viking Store with supplemental and concentration grants due to the fact that we expect this action to provide advantages for students who are Socioeconomically Disadvantaged, homeless, foster youth, and English learners. Specifically, the store is intended to address their unique needs by motivating and inspiring positive behavior. By earning Viking Tickets through exemplary efforts and citizenship, these students will have access to desirable merchandise they might otherwise be unable to afford, fostering a sense of inclusivity and reducing financial disparities among peers.</p> <p>Additionally, for Socioeconomically Disadvantaged students, the Viking Store creates a reward system that acknowledges their hard work and incentivizes continued academic excellence. Homeless and foster youth can benefit from a sense of achievement and belonging, as they earn Viking Tickets through positive behaviors, boosting their self-esteem and integration into the school community. English learners will be motivated to engage actively in the learning process, as they can trade Viking Tickets for resources that aid language acquisition, such as books or educational games. While all students benefit from the Viking Store's positive reinforcement, the benefit of the Viking Store is targeted to our unduplicated pupils to ensure that vulnerable students are equally empowered to participate, fostering an inclusive and supportive learning environment for all.</p>	\$5,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
2.5	Maintain Social-Emotional Learning Specialist (PPS Counselor)	Maintain the presence of a dedicated Social-Emotional Learning (SEL) counselor within Vallecitos School District to provide targeted support and interventions for students' social and emotional development. The SEL counselor will facilitate SEL curriculum implementation, provide individual and group counseling sessions, and collaborate with staff to promote a positive school climate conducive to academic success and emotional well-being. This action will support Vallecitos in two of our under-performing areas, chronic absenteeism and suspensions.	\$90,689.00	No
2.6	Experiential Field Trips	Each grade level will participate in at least one off-campus field trip on an annual basis. The District will engage with our Parent-Teacher Organization and faculty for input to determine the appropriate destinations for each grade level based on academic alignment, maturity levels, and similar factors. The action of providing off-campus field trip opportunities significantly benefits low-income, homeless, foster youth, and English learners by offering enriching experiences that may otherwise be inaccessible to them. The use of Supplemental and Concentration funds for this action will ensure that financial constraints do not hinder their participation, allowing them to partake in educational and cultural outings that foster experiential learning. For low-income students, this exposure to new environments can broaden their horizons, inspiring future aspirations and providing a context for classroom learning. Homeless and foster youth will benefit from a sense of belonging and normalcy, as field trips offer opportunities to bond with peers and supportive adults. Additionally, English learners will gain valuable exposure to real-world language usage, enhancing their language skills in practical settings. While all students benefit from off-campus trips, these grants will particularly empower vulnerable students, narrowing the opportunity gap and promoting a more equitable educational experience for all.	\$5,900.00	No
2.7	Maintain Access to Second Step Platform	Second Step fosters a healthy, safe, and inclusive campus culture by equipping students with social-emotional skills to navigate challenges effectively. Through interactive lessons, students learn empathy, communication, and problem-solving, enhancing relationships and reducing conflicts. By addressing topics like bullying prevention and	\$1,275.00	No

Action #	Title	Description	Total Funds	Contributing
		diversity appreciation, Second Step promotes respect and understanding, creating a supportive environment where all students feel valued and included. By cultivating a positive school climate grounded in empathy and cooperation, Second Step contributes to a culture of well-being, safety, and inclusivity, ultimately enhancing students' academic success and overall development.		
<b>2.8</b>	Mano A Mano Foundation Partnership	Implement the Mano A Mano program at Vallecitos School District, offering comprehensive support to underserved communities. This action involves collaborating with the foundation to provide educational resources, healthcare services, and community development initiatives tailored to the district's needs. By partnering with Mano A Mano, Vallecitos aims to address equity gaps, enhance student well-being, and foster community engagement, ultimately promoting a more inclusive and supportive learning environment for all students and families.	\$6,000.00	Yes
<b>2.9</b>	Maintain GoGuardian Contract	GoGuardian is a digital learning management platform aimed at enhancing student engagement, safety, and academic success. This action involves integrating GoGuardian's suite of tools to monitor student online activity, provide real-time support, and facilitate personalized learning experiences. By implementing GoGuardian, Vallecitos aims to promote responsible digital citizenship, ensure online safety, and optimize learning outcomes in both traditional and remote learning environments, thus supporting the district's commitment to providing a secure and effective digital learning environment for all students.	\$5,300.00	No
<b>2.10</b>	Maintain Movie License	Maintaining a license with Swank provides Vallecitos School District with legal access to a diverse range of educational films and documentaries. This action ensures compliance with copyright laws while enriching curriculum with multimedia resources to support teaching and learning across various subjects. By maintaining the Swank movie license, Vallecitos promotes visual literacy, cultural awareness, and critical thinking skills among students. These films serve as valuable educational tools, enhancing classroom instruction, fostering student engagement, and	\$480.00	Yes

Action #	Title	Description	Total Funds	Contributing
		facilitating deeper understanding of complex concepts, thus contributing to a comprehensive and enriching educational experience for all students.		
2.11	Campus Supervision	<p>The District will utilize campus supervisors to promote and maintain a safe and positive campus environment. Campus supervisors will monitor the campus during times when students are in transition or recess. Campus supervisors will promote our PBIS initiatives and Viking Ticket program. Funding campus supervision with supplemental and concentration grants will have a transformative impact on low-income, homeless, foster youth, and English learner students by addressing their unique challenges and enhancing their academic experience. Specifically, these actions will enable schools to implement targeted support systems for this vulnerable group, ensuring their safety, well-being, and access to valuable resources. Additional supervision will create a nurturing environment, which is especially critical for homeless and foster youth who lack stable homes. English learners will benefit from personalized language assistance during supervision hours, aiding their language development and comprehension skills. Moreover, this action allows the school to utilize our instructional aides for supervision and offers mentoring opportunities, fostering emotional support and educational guidance tailored to their individual needs. By recognizing and helping our most vulnerable populations address their specific hurdles, this action is expected to have a positive effect on academic performance and promote overall success, ultimately breaking the cycle of educational inequity.</p>	\$69,718.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Implement comprehensive college and career readiness programs across Vallecitos School District to equip TK-8 students with essential skills, knowledge, and resources for future academic success and career pathways.	Focus Goal

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

Promoting college and career initiatives for Vallecitos School District is essential to prepare students for future success. By implementing comprehensive programs from TK-8th grades that promote college and career readiness, the district ensures students receive early exposure to various career pathways and are equipped with the necessary skills and knowledge to pursue those pathways beyond Vallecitos. This goal reflects a commitment to fostering a culture of lifelong learning, empowering students to make informed decisions about their education and career aspirations. It also aligns with broader educational objectives to promote equity, access, and opportunity for all students, regardless of background or socioeconomic status.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percent of Students in Grades 3-8 Who Visit College Campuses Each Year	8.4%			100%	
3.2	Percent of Students Who Visit Off-Campus Places of Work Each Year	13.68%			100%	
3.3	Number of Unique Off-Campus Places of Work Visited Each Year	1			20	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Number of Visits from Career Representatives Each Year (includes Virtual)	3			20	
3.5	Percent of Students Fully Completing Xello Profiles	0%			80%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College Field Trips	To advance college and career readiness i then Vallecitos School District, we will facilitate annual visits to three colleges per year. This action exposes students to diverse higher education institutions, offering firsthand insights into academic programs, campus life, and career pathways. By	\$3,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
		organizing college field trips, Vallecitos equips students with the knowledge and inspiration to pursue post-secondary education and career goals. These visits foster exploration, aspiration, and informed decision-making, empowering students to envision their future paths and take proactive steps toward achieving academic success and fulfilling their potential in college and beyond.		
<b>3.2</b>	Career Visits / Field Trips	Vallecitos School District will organize workplace field trips or visits for the students. This action immerses students in real-world career environments, providing hands-on experiences and insights into various professions and industries. By visiting workplaces, students gain practical knowledge, explore career interests, and connect classroom learning to future aspirations. The field trips foster career exploration, cultivate essential workplace skills, and inspire students to set academic and career goals aligned with their interests and strengths. Through experiential learning opportunities, Vallecitos prepares students for success in post-secondary education and diverse career pathways.	\$6,800.00	Yes
<b>3.3</b>	Linda Vista Innovation Center Field Trips	Our 6th and 7th graders will have the opportunity to participate in a series of field trips to the Linda Vista Innovation Center, an innovative hub where students explore, create, and learn through hands-on educational experiences. This immersive trip will expose students to six innovation labs, each simulating work environments in industries crucial to our regional economy, including Design Thinking, Information and Communication Technology, Advanced Manufacturing, Health and Biotech, Esports, and Middle School STEAM. This field trip is particularly beneficial for English Learners (ELs), socioeconomically disadvantaged, and homeless or foster youth students. It provides them with exposure to diverse career pathways and hands-on learning experiences, fostering a deeper understanding of real-world applications of STEM concepts. Additionally, the trip promotes inclusivity by ensuring all students have equal access to innovative educational opportunities, regardless of their background or socioeconomic status. By using supplemental and concentration funds to support this action, we prioritize equity and provide underserved students with access to enriching experiences that can inspire their academic and career aspirations.	\$3,208.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.4</b>	Implement Xello Online Career Exploration Program for Middle Grade Students	Xello is a widely used online career exploration and planning platform designed to help students from elementary school and middle school prepare for their future careers and educational paths. Xello provides a range of tools and resources to assist students in understanding their strengths, interests, and potential career options. Xello is designed to empower students to make informed decisions about their future by providing comprehensive, personalized career and education planning tools. It aims to enhance student engagement, improve educational outcomes, and better prepare students for the transition from school to work or further education.	\$646.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$646,901	\$77951

## 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
34.681%	0.000%	\$0.00	34.681%

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
1.3	<p><b>Action:</b> Maintain Full-Time Reading Specialist</p> <p><b>Need:</b> With over 80% of our student population being unduplicated pupils (UPP), there is a critical need to enhance literacy skills across the school. Many students require additional support to achieve grade-level proficiency in reading, which is fundamental to their overall academic success.</p>	<p>Funding a Reading Specialist position through LCFF Supplemental and Concentration grant funds will be a strategic investment to address the diverse literacy needs of students, particularly those facing challenges in reading proficiency. With a significant percentage of students in the school identified as English Learners and socioeconomically disadvantaged, the presence of a dedicated Reading Specialist becomes essential in providing targeted support to improve literacy outcomes for all learners.</p>	<p>The effectiveness of this action will be measured by tracking students' progress on reading assessments, improvements in classroom reading grades, and overall literacy rates. Additional metrics include monitoring engagement levels in reading activities and collecting feedback</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>Through our Multi-Tiered Systems of Support (MTSS), the Reading Specialist will bring specialized expertise in literacy instruction, assessment, and intervention, working collaboratively with teachers to identify struggling readers, implement evidence-based interventions to students 1x1 and in small group setting, and monitor progress over time. They will conduct assessments to diagnose reading difficulties and develop individualized intervention plans.</p> <p>The Reading Specialist will provide ongoing professional development to educators on effective literacy practices in the role of Instructional Coach, incorporating differentiated instructional strategies tailored to meet the unique needs of our special populations such as English Learners and Students with Disabilities. Through coaching cycles, the Reading Specialist and teachers will set goals and learning targets, co-plan and implement lessons, and collect and analyze data. The Reading Specialist will support the integration of literacy instruction across the curriculum, ensuring that students have access to high-quality reading materials and opportunities for meaningful literacy engagement in all subject areas.</p> <p>The Reading Specialist will also collaborate with families and community partners to promote a culture of literacy at home and in the broader community.</p> <p>By allocating LCFF Supplemental and Concentration grant funds to fund the Reading</p>	<p>from teachers, students, and parents to evaluate the impact of the guided reading program and the specialist's support.</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
		Specialist position, the school demonstrates a commitment to addressing disparities in literacy achievement, fostering equitable access to literacy resources and support, and ultimately empowering all students to become proficient readers and lifelong learners.	
1.11	<p><b>Action:</b> Fund Stand Alone TK Classroom</p> <p><b>Need:</b> Our unduplicated pupils, including low-income students, English learners, and foster youth, often face significant barriers to academic success. These students are at risk of falling behind without early intervention due to limited access to quality preschool education, language development opportunities, and socio-emotional support. Addressing these needs is critical to closing achievement gaps and ensuring equitable educational outcomes. The identified need is to provide an early, robust educational start that addresses these barriers and sets a strong foundation for future academic success.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	The full-day TK classroom will specifically address the needs of unduplicated pupils by offering extended learning time, targeted instructional strategies, and additional support services. This program will include language development activities, socio-emotional learning, and family engagement practices tailored to the unique needs of these students. By providing this program on an LEA-wide basis, we ensure that all eligible students, particularly those from disadvantaged backgrounds, have access to these critical resources. This inclusive approach promotes equity and leverages our supplemental and concentration funds to maximize educational opportunities for our most vulnerable populations.	To evaluate the effectiveness of the full-day TK classroom, we will use several metrics. These include the percentage of students meeting or exceeding developmental benchmarks in language, literacy, and math; attendance rates; and parent engagement levels. Additionally, we will track the progress of unduplicated pupils through formative assessments and longitudinal data on their academic performance in subsequent grades. Surveys will be administered to parents and teachers to gather qualitative feedback on the program's impact. These metrics will help us assess the program's success in addressing the identified needs and inform any

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
			necessary adjustments to improve outcomes.
2.1	<p><b>Action:</b> Provide Multiple Parent and Community Engagement Opportunities on Campus Each School Year.</p> <p><b>Need:</b> Effective parent and community engagement are crucial for fostering a supportive and involved school environment. Building strong connections between the school, parents, and the community enhances student success, promotes positive school culture, and encourages collaboration among educational partners.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>This action aims to address the identified need by providing multiple opportunities throughout the school year for parents and the community to engage with the school. Events such as Lunch on the Lawn, Movie Nights, Back-to-School/Open House, Digital Citizenship Workshops, Cultural Celebrations, and Student Performances are organized to encourage participation and interaction. These events create avenues for parents and community members to connect with school staff, learn about school initiatives, and participate in their child's educational journey.</p>	<ul style="list-style-type: none"> <li>• Number of Engagement Opportunities</li> <li>• % of attendance from families at each event.</li> </ul> <p>AND #</p> <p>Indicators from the Healthy Kids Survey for Parents-Average percent of respondents reporting "Strongly Agree"</p> <ul style="list-style-type: none"> <li>• School encourages me to be an active partner.</li> <li>• Parents feel welcome to participate in this school.</li> <li>• School actively seeks the input of parents.</li> </ul>
2.2	<p><b>Action:</b> Home Visits for Tier II and III Attendance Concerns</p> <p><b>Need:</b> Students categorized as English Learners, Hispanic, and Socioeconomically Disadvantaged are disproportionately affected</p>	<p>Conducting regular home visits for students exhibiting attendance patterns leading to chronic absenteeism provides personalized support and intervention. This proactive approach allows school staff to connect directly with students and families, identify underlying issues contributing to absenteeism, and provide resources and assistance to improve attendance. By building</p>	<p>Effectiveness will be measured by tracking changes in attendance rates, reductions in chronic absenteeism among targeted students, and improvements in overall school attendance.</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>by chronic absenteeism, negatively impacting their academic achievement and overall well-being. Addressing attendance concerns through targeted interventions is essential to ensure these students have equitable access to education and support.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>relationships and offering tailored support, home visits aim to address barriers to attendance and promote a positive school experience for all students.</p>	<p>Additionally, monitoring academic progress, behavior, and engagement levels following home visits will provide insight into the impact of interventions on student outcomes. These metrics justify the use of unduplicated funds for all students, as improving attendance benefits the entire school community by promoting a supportive and inclusive learning environment.</p>
<p><b>2.3</b></p>	<p><b>Action:</b> Parent Engagement/Education Workshops</p> <p><b>Need:</b> Effective parent engagement is vital for enhancing student achievement and fostering a safe and supportive school environment. Addressing issues such as low attendance, substance abuse, and school violence requires collaborative efforts between parents, the community, and the school. Providing parent engagement and education workshops offers an opportunity to empower parents with information and resources to support their child's academic success and well-being.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>Hosting informational workshops on topics like substance abuse awareness, positive school attendance, and safety initiatives allows for meaningful dialogue between parents, the community, and school staff. These workshops provide a platform for sharing knowledge, discussing concerns, and exploring strategies to address challenges impacting student achievement and safety. By promoting collaboration and providing valuable information, the action aims to strengthen parent-school partnerships and create a supportive environment conducive to student success.</p>	<p>Effectiveness will be assessed through metrics such as workshop attendance rates, participant feedback, and changes in parent engagement levels and behaviors. Additionally, tracking improvements in attendance, reductions in incidences of substance abuse and school violence, and academic achievement outcomes will provide insight into the impact of the workshops on student success and well-being. These metrics justify the use of unduplicated funds for all</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
			students by demonstrating the broader benefits of enhancing parent engagement and addressing issues that affect the entire school community.
2.4	<p><b>Action:</b> Viking Ticket Store</p> <p><b>Need:</b> Creating a positive school culture and motivating students to exhibit exemplary behavior and effort is essential for fostering a supportive learning environment. However, some students, particularly those who are socioeconomically disadvantaged, homeless, foster youth, and English learners, may face additional challenges in accessing resources and experiencing a sense of belonging and achievement.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	The Viking Ticket store incentivizes positive behavior and effort by providing students with tangible rewards for their actions. By earning Viking Tickets through exemplary behavior and effort, students can exchange them for merchandise or experiences, fostering a sense of achievement, belonging, and motivation. The allocation of funds from supplemental and concentration grants ensures that all students, especially those from vulnerable backgrounds, have access to the Viking Ticket store and its benefits, thus addressing their unique needs and promoting inclusivity.	Effectiveness will be monitored through metrics such as student participation in the Viking Ticket store, changes in behavior and effort levels, and feedback from students, teachers, and parents. Additionally, tracking academic performance, attendance rates, and disciplinary incidents will provide insights into the impact of the Viking Ticket store on student outcomes and school climate. These metrics justify the use of unduplicated funds for all students by demonstrating the equitable distribution of resources to support positive behavior and achievement for all students, especially those from underserved backgrounds.
2.8	<p><b>Action:</b> Mano A Mano Foundation Partnership</p>	The partnership with the Mano A Mano Foundation aims to bridge equity gaps by providing tailored	Effectiveness will be monitored through various

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><b>Need:</b> Unduplicated pupils, including low-income students, foster youth, homeless students, and English learners, often lack access to critical educational resources, healthcare services, and community support. These gaps can hinder their academic performance and overall well-being, exacerbating existing inequities and limiting their potential for success.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>support to the district’s most vulnerable students. Through educational workshops, healthcare services, and community development initiatives, the foundation addresses the specific needs of unduplicated pupils. This collaboration ensures students have access to vital resources that promote academic success, health, and well-being. Implementing this program on an LEA-wide basis ensures all students benefit from a comprehensive support system, fostering an inclusive and supportive learning environment that enhances engagement and community involvement.</p>	<p>metrics, including student attendance and participation in Mano A Mano programs, academic performance data, and health outcomes. Surveys of students, parents, and teachers will assess the perceived impact of the services provided. Additionally, tracking the frequency and outcomes of healthcare interventions and community engagement activities will provide insight into the program’s effectiveness. These metrics will help evaluate the success of the partnership in addressing the needs of unduplicated pupils and promoting a more equitable educational environment.</p>
2.10	<p><b>Action:</b> Maintain Movie License</p> <p><b>Need:</b> Unduplicated pupils, including low-income students, foster youth, homeless students, and English learners, often lack access to diverse and enriching multimedia resources at home. This gap can limit their exposure to cultural, historical, and educational content, which is</p>	<p>Maintaining a movie license with Swank provides equitable access to a wide range of educational films and documentaries, supporting the diverse learning needs of unduplicated pupils. These multimedia resources enhance classroom instruction, making complex concepts more accessible and engaging. By integrating films that promote visual literacy and cultural awareness, the district ensures that all students, especially those from underserved backgrounds, benefit from enriched educational experiences. Offering this</p>	<p>Effectiveness will be monitored through metrics such as student engagement and feedback, teacher evaluations of instructional impact, and the frequency of film utilization in classrooms. Additionally, tracking improvements in comprehension and critical</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>essential for a well-rounded education and development of critical thinking skills.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>resource on an LEA-wide basis ensures compliance with copyright laws and provides a consistent, high-quality educational tool across all schools in the district.</p>	<p>thinking skills through assessments and classroom discussions will help evaluate the impact of multimedia resources on student learning outcomes. These metrics will ensure the Swank movie license effectively supports the educational needs of unduplicated pupils and enhances the overall learning environment.</p>
<p><b>2.11</b></p>	<p><b>Action:</b> Campus Supervision</p> <p><b>Need:</b> Unduplicated pupils, including low-income students, foster youth, homeless students, and English learners, face heightened challenges such as instability, language barriers, and lack of consistent support and safety. These challenges can negatively impact their academic performance, social-emotional well-being, and overall school experience.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>Implementing campus supervision addresses the needs of unduplicated pupils by creating a safe and supportive school environment. Campus supervisors enhance safety during transitions and recess, promote Positive Behavioral Interventions and Supports (PBIS), and offer personalized support. For homeless and foster youth, stable supervision provides a sense of security and belonging. English learners benefit from language assistance and mentoring, aiding their language development and comprehension. Providing this action on an LEA-wide basis ensures that all students, especially the most vulnerable, have equal access to a nurturing environment, which supports their academic and social-emotional development.</p>	<p>Effectiveness will be monitored through metrics such as the number of disciplinary incidents, attendance rates, and student surveys on safety and well-being. Teacher and supervisor observations will assess student behavior and engagement. Additionally, tracking the participation and progress of unduplicated pupils in PBIS initiatives and the Viking Ticket program will help evaluate the program's impact. These metrics will ensure that campus supervision effectively supports unduplicated pupils,</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
			promoting a safe, positive, and inclusive school environment conducive to their academic success.
3.1	<p><b>Action:</b> College Field Trips</p> <p><b>Need:</b> Unduplicated pupils, including low-income students, foster youth, homeless students, and English learners, often lack exposure to higher education opportunities and resources. This can result in limited aspirations and preparedness for post-secondary education and career pathways.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	College field trips address the needs of unduplicated pupils by providing them with direct exposure to college environments, academic programs, and potential career paths. These experiences demystify higher education, making it more attainable and less intimidating. For low-income, homeless, and foster youth, the trips offer a glimpse of opportunities that may seem out of reach, thereby inspiring them to pursue higher education. English learners benefit from exposure to diverse academic settings, enhancing their understanding and motivation. Implementing this action on an LEA-wide basis ensures that all students, particularly the most vulnerable, receive equal opportunities to explore and aspire to higher education, promoting equity and informed decision-making.	Effectiveness will be monitored through metrics such as the number of students participating in college field trips, student surveys measuring changes in college aspirations and preparedness. Feedback from students and teachers will provide insights into the impact of the trips on students' motivation and understanding of higher education. Additionally, tracking the academic performance and engagement of participating students will help evaluate the long-term benefits of the college visits, ensuring the action supports the goal of advancing college and career readiness for unduplicated pupils.
3.2	<p><b>Action:</b> Career Visits / Field Trips</p> <p><b>Need:</b></p>	This action provides unduplicated pupils with firsthand exposure to various careers through workplace visits and field trips, helping them overcome barriers related to limited exposure and resources. By immersing students in real-world	Pre and post-visit surveys assessing students' knowledge of career options, confidence in setting career goals, and



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Many unduplicated pupils, such as those from low-income families, English learners, and foster youth, may lack exposure to diverse career options and lack the resources to explore potential career paths effectively. They may also struggle with envisioning themselves in various professions due to limited exposure to real-world workplaces.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>environments, they can explore different professions, understand workplace expectations, and envision themselves in future careers. Providing these experiences on an LEA-wide or schoolwide basis ensures equitable access for all students, particularly those from underserved backgrounds, fostering inclusivity and reducing disparities in career readiness.</p>	<p>understanding of workplace expectations. Participation rates of unduplicated pupils in career-related extracurricular activities or programs post-visit, indicating sustained interest and engagement in career exploration. Tracking of post-secondary education choices and career pathways chosen by unduplicated pupils, measuring the impact of workplace visits on their academic and career decisions.</p>
3.3	<p><b>Action:</b> Linda Vista Innovation Center Field Trips</p> <p><b>Need:</b> Unduplicated pupils, including English Learners (ELs), socioeconomically disadvantaged students, and homeless or foster youth, often face barriers to accessing hands-on learning experiences and exposure to diverse career pathways. They may lack resources and opportunities to explore STEM fields and may struggle to see the relevance of their classroom learning to real-world applications.</p> <p><b>Scope:</b></p>	<p>Unduplicated pupils, including English Learners (ELs), socioeconomically disadvantaged students, and homeless or foster youth, often face barriers to accessing hands-on learning experiences and exposure to diverse career pathways. They may lack resources and opportunities to explore STEM fields and may struggle to see the relevance of their classroom learning to real-world applications.</p>	<p>Pre and post-trip surveys assessing students' understanding of STEM concepts, career interests, and confidence in pursuing STEM-related pathways. Tracking participation rates of unduplicated pupils in STEM-related extracurricular activities or programs post-trip, indicating sustained engagement and interest in STEM fields. Observing changes in academic performance</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 Schoolwide		and attendance among unduplicated pupils following the field trips, indicating potential impacts on motivation and engagement.

### **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
<b>1.2</b>	<p><b>Action:</b> Maintain Full-Time English Language Development Coordinator</p> <p><b>Need:</b> English Learners (ELs) at Vallecitos require specialized support to develop language proficiency and succeed academically in core subjects. These students often face barriers in accessing the curriculum due to language differences, which can impact their overall academic performance.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Funding an English Language Development Coordinator through LCFF Supplemental and Concentration grant funds is an investment to support the diverse needs of English Learners (ELs) in the school community. With approximately 50% of the student population identified as ELs, the ELD Coordinator will play a pivotal role in facilitating their academic success and linguistic development.</p> <p>The ELD Coordinator will lead targeted initiatives aimed at enhancing English language proficiency among ELs, ensuring equitable access to rigorous curriculum, and fostering a culturally responsive learning environment. In addition to delivering Designated ELD to students, the ELD Coordinator will collaborate closely with teachers in the role of Instructional Coach to ensure that students receive integrated ELD in the classroom through teaching</p>	<p>The effectiveness of this action will be monitored through metrics such as EL students' progress on the ELPAC, performance in core subject areas, and reclassification rates. Additional measures include tracking attendance and engagement, and gathering feedback from teachers, students, and parents to assess the overall impact of the coordinator's support on student outcomes.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>of the ELD standards and incorporating differentiated instructional strategies tailored to meet the unique needs of ELs. Through coaching cycles, the ELD Coordinator and teachers will set goals and learning targets, co-plan and implement lessons, and collect and analyze data.</p> <p>Moreover, the ELD Coordinator will serve as a liaison between school staff, students, and families, providing valuable resources, guidance, and support to promote meaningful family engagement and community partnerships. By leveraging LCFF Supplemental and Concentration grant funds to finance this position, the school demonstrates a commitment to equity, inclusivity, and excellence in serving its EL population, ultimately fostering academic achievement and socio-emotional well-being for all students.</p>	
1.7	<p><b>Action:</b> Support Push-in Aides for Unduplicated Students with IEPs</p> <p><b>Need:</b> Unduplicated Students with Disabilities often encounter significant barriers to achieving proficiency in core subjects due to their unique learning needs. These students require additional support to ensure they can access and engage with the curriculum effectively.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Allocating funds to enable special education aides to push into general education classrooms provides direct, in-the-moment support for unduplicated Students with Disabilities. These aides deliver personalized assistance, help differentiate instruction, and foster an inclusive classroom environment. By addressing individual learning challenges, this approach ensures that these students receive the targeted help they need to make adequate progress alongside their peers.</p>	<p>The effectiveness of this action will be measured through various metrics, including student progress on standardized assessments, classroom grades, and attainment of IEP goals. Additional indicators will include tracking improvements in attendance and engagement levels, as well as collecting qualitative feedback from teachers, aides, and students. These metrics will provide a</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			comprehensive understanding of the impact of the support provided by special education aides.
1.8	<p><b>Action:</b> Aide to Support Combination Classroom(s)</p> <p><b>Need:</b> Unduplicated students in combination classrooms, which combine two different grade levels, often face challenges in accessing grade-appropriate instruction and support. Students who are Socioeconomically Disadvantaged, English Learners, and Foster Youth often require additional assistance to ensure they can meet academic standards.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Employing aides in combination classrooms provides targeted support to unduplicated students. These aides assist with differentiated instruction, ensuring that each student can engage with the curriculum at their appropriate level. By providing personalized help, aides help unduplicated students overcome learning barriers and make adequate progress in core subjects.	Effectiveness will be assessed through various metrics, such as student progress on standardized tests, classroom grades, and other academic performance indicators. Additional measures include monitoring attendance and engagement levels and collecting feedback from teachers, aides, and students. These metrics will provide a comprehensive evaluation of the impact of the aides' support on student learning and overall academic achievement.
1.9	<p><b>Action:</b> Push-in Support for ELD Students</p> <p><b>Need:</b> Our highest-need English Language Development (ELD) students require intensive, targeted support to develop language proficiency and succeed academically. These students face significant challenges in accessing the curriculum and require additional assistance to bridge language gaps.</p>	Providing push-in support for our highest-need ELD students addresses these challenges by offering immediate, in-class assistance. A designated support staff member will work directly with these students during regular class time, helping to clarify instructions, scaffold learning, and provide language development activities. This approach ensures that ELD students receive the targeted support they need within the context of their daily lessons, promoting better integration and understanding.	Effectiveness will be tracked through student progress on English language proficiency assessments (e.g., ELPAC), improvements in classroom performance, and achievement of language development goals. Additional metrics include monitoring

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		<p>attendance and engagement, and collecting feedback from teachers and students to evaluate the impact of the push-in support on student learning outcomes and language acquisition.</p>

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

***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.

The Vallecitos School District will utilize additional concentration grant funding to increase staff providing direct services to English learners, low-income, and foster youth students. This initiative will enhance support by supporting paraeducators for Special Education, ELD, Transitional Kindergarten (TK), and combination classrooms. Actions 1.7 and 1.8 support hiring additional classified staff to support students compared to the previous year.

In Special Education, push-in paraeducators will support individualized education programs, offering targeted academic and functional skills assistance. For ELD, the paraeducator will provide focused language acquisition support, aiding teachers in small group instruction and one-on-one support. In TK, the paraeducator will help manage classrooms, facilitate activities, and provide individualized attention to early learners. Combination classrooms will also benefit from additional paraeducator support, ensuring balanced support for students across multiple grade levels.

This plan aims to improve academic performance, promote equity, and enhance teacher effectiveness by maintaining low student-to-staff ratios. Effectiveness will be monitored through student achievement data, attendance, engagement levels, feedback from staff and students, ELD reclassification outcomes, and progress on IEP goals.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	14.6:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	10.85:1

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$1,865,285	\$646,901	34.681%	0.000%	34.681%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,416,634.00	\$92,989.00		\$43,427.00	\$2,553,050.00	\$2,169,361.00	\$383,689.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	First, Best Instruction in Core Subjects	All	No			All Schools	Ongoing (2024-2027)	\$829,315.00	\$0.00	\$829,315.00	\$0.00	\$0.00	\$0.00	\$829,315.00	0%
1	1.2	Maintain Full-Time English Language Development Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing (2024-2027)	\$100,326.00	\$2,860.00	\$100,326.00	\$0.00	\$0.00	\$2,860.00	\$103,186.00	7%
1	1.3	Maintain Full-Time Reading Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	August 2024 - Ongoing	\$103,594.00	\$1,796.00	\$103,890.00	\$0.00	\$0.00	\$1,500.00	\$105,390.00	8%
1	1.4	Maintain and Support Rainbow's Road to Reading (Guided Reading) Program	All	No			All Schools	August 2024 - Ongoing	\$0.00	\$3,669.00				\$3,669.00	\$3,669.00	0%
1	1.5	Maintain iReady Platform for Supplemental Instruction	All	No			All Schools	August 2024 - Ongoing	\$0.00	\$12,400.00				\$12,400.00	\$12,400.00	0%
1	1.6	Maintain Renaissance Platform Access	All	No			All Schools	August 2024 - Ongoing	\$0.00	\$6,677.00	\$0.00			\$6,677.00	\$6,677.00	0%
1	1.7	Support Push-in Aides for Unduplicated Students with IEPs	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	August 2024 - Ongoing	\$143,322.00	\$1,000.00	\$143,322.00	\$0.00	\$0.00	\$1,000.00	\$144,322.00	11%
1	1.8	Aide to Support Combination Classroom(s)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	August 2024 - Ongoing	\$38,855.00	\$0.00	\$38,855.00	\$0.00	\$0.00	\$0.00	\$38,855.00	3%



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
1	1.9	Push-in Support for ELD Students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	August 2024 - Ongoing	\$46,849.00	\$0.00	\$46,849.00	\$0.00	\$0.00	\$0.00	\$46,849.00	3%
1	1.10	Basic Services	All	No			All Schools	July 2024 - Ongoing	\$577,963.00	\$313,960.00	\$891,923.00	\$0.00	\$0.00	\$0.00	\$891,923.00	0%
1	1.11	Fund Stand Alone TK Classroom		Yes	LEA-wide School wide		All Schools	August 2024 - Ongoing	\$93,742.00	\$1,100.00	\$94,842.00				\$94,842.00	7%
2	2.1	Provide Multiple Parent and Community Engagement Opportunities on Campus Each School Year.	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Ongoing (2024-2027)	\$70,176.00	\$542.00	\$70,718.00				\$70,718.00	5%
2	2.2	Home Visits for Tier II and III Attendance Concerns	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Ongoing (2024-2027)	\$0.00	\$996.00	\$996.00				\$996.00	0.1%
2	2.3	Parent Engagement/Education Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Ongoing (2024-2027)	\$4,812.00	\$420.00	\$5,232.00	\$0.00	\$0.00	\$0.00	\$5,232.00	0.39%
2	2.4	Viking Ticket Store	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Weekly / Ongoing (2024-2027)	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	0.39%
2	2.5	Maintain Social-Emotional Learning Specialist (PPS Counselor)	All	No			All Schools	Ongoing	\$90,689.00	\$0.00		\$90,689.00			\$90,689.00	0%
2	2.6	Experiential Field Trips	All	No			All Schools	Annually	\$0.00	\$5,900.00	\$0.00	\$0.00	\$0.00	\$5,900.00	\$5,900.00	0%
2	2.7	Maintain Access to Second Step Platform	All	No			All Schools	Thee-Year License.	\$0.00	\$1,275.00	\$0.00	\$0.00	\$0.00	\$1,275.00	\$1,275.00	0%
2	2.8	Mano A Mano Foundation Partnership	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Annually in September	\$0.00	\$6,000.00	\$3,000.00			\$3,000.00	\$6,000.00	0.22%



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	Maintain GoGuardian Contract	All	No			All Schools	Ongoing (2024-2027)	\$0.00	\$5,300.00	\$0.00	\$2,000.00		\$3,300.00	\$5,300.00	0%
2	2.10	Maintain Movie License	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income		Renew Annually	\$0.00	\$480.00	\$180.00	\$300.00			\$480.00	0.01%
2	2.11	Campus Supervision	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$69,718.00	\$0.00	\$69,718.00			\$0.00	\$69,718.00	5.2%
3	3.1	College Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Three college visits annually from 2024-2027.	\$0.00	\$3,660.00	\$3,660.00				\$3,660.00	0.27%
3	3.2	Career Visits / Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Annually (2024-2027)	\$0.00	\$6,800.00	\$6,800.00	\$0.00	\$0.00	\$0.00	\$6,800.00	0.5%
3	3.3	Linda Vista Innovation Center Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income		2024-2027 2-3 times Annually	\$0.00	\$3,208.00	\$2,008.00	\$0.00	\$0.00	\$1,200.00	\$3,208.00	0.015%
3	3.4	Implement Xello Online Career Exploration Program for Middle Grade Students	All	No			All Schools		\$0.00	\$646.00	\$0.00	\$0.00	\$0.00	\$646.00	\$646.00	0%

# 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
\$1,865,285	\$646,901	34.681%	0.000%	34.681%	\$695,396.00	51.095%	88.376 %	<b>Total:</b>	\$695,396.00
								<b>LEA-wide Total:</b>	\$366,044.00
								<b>Limited Total:</b>	\$329,352.00
								<b>Schoolwide Total:</b>	\$366,044.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Maintain Full-Time English Language Development Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$100,326.00	7%
1	1.3	Maintain Full-Time Reading Specialist	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$103,890.00	8%
1	1.4	Maintain and Support Rainbow's Road to Reading (Guided Reading) Program				All Schools		0%
1	1.7	Support Push-in Aides for Unduplicated Students with IEPs	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$143,322.00	11%
1	1.8	Aide to Support Combination Classroom(s)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$38,855.00	3%
1	1.9	Push-in Support for ELD Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$46,849.00	3%
1	1.11	Fund Stand Alone TK Classroom	Yes	LEA-wide Schoolwide		All Schools	\$94,842.00	7%

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 (%)
2	2.1	Provide Multiple Parent and Community Engagement Opportunities on Campus Each School Year.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$70,718.00	5%
2	2.2	Home Visits for Tier II and III Attendance Concerns	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$996.00	0.1%
2	2.3	Parent Engagement/Education Workshops	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,232.00	0.39%
2	2.4	Viking Ticket Store	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	0.39%
2	2.8	Mano A Mano Foundation Partnership	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	0.22%
2	2.10	Maintain Movie License	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$180.00	0.01%
2	2.11	Campus Supervision	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$69,718.00	5.2%
3	3.1	College Field Trips	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,660.00	0.27%
3	3.2	Career Visits / Field Trips	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$6,800.00	0.5%
3	3.3	Linda Vista Innovation Center Field Trips	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$2,008.00	0.015%

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$2,198,393.00	\$3,258,489.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Essential Standards and Assessments	No	\$13,885.00	\$0
1	1.2	Before / After School Enrichment and Intervention Opportunities	No	\$215,796.00	\$228,648
1	1.3	Tier I Instruction	No	\$1,115,037.00	\$1,051,149
1	1.4	Tier II and Tier III Support for reading intervention.	Yes	\$138,108.00	\$147,501
1	1.5	English Language Development Support	Yes	\$116,058.00	\$103,844
1	1.6	Itinerant Staff Support	No	\$0.00	\$0.00
1	1.7	Tier II, III Instruction	Yes	\$246,024.00	\$316,809
1	1.8	Tier II and Tier III Supplemental Instruction	Yes	\$15,000.00	\$13,885
1	1.9	College and Career Readiness (Field Trips/Campus Visits)	Yes	\$3,500.00	\$660
1	1.10	Transitional Kindergarten	Yes	\$78,399.00	77,858

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Basic Services (All other administrative or operational activities paid with LCFF funds)		\$0	\$1,024,394
2	2.1	Essential Standards and Assessments	No	\$0.00	\$0.00
2	2.2	Tier I Core Instruction	No	\$0.00	\$0.00
2	2.3	Itinerant Staff Support	No	\$0.00	\$0.00
2	2.4	After School Intervention	No	\$0.00	\$0.00
3	3.1	Parental Engagement	Yes	\$59,711.00	\$72,125
3	3.2	Safe and Operational Facilities	No	\$48,000.00	\$48,000
3	3.3	Multi-Tiered Systems of Support	Yes	\$89,943.00	\$85,570
3	3.4	Campus Safety and Positive School Climate	Yes	\$43,432.00	\$72,682
3	3.5	Field Trips	Yes	\$6,000.00	\$3,274
3	3.6	Viking Store	Yes	\$4,500.00	\$4,500
3	3.7	Increase on-task engagement and internet safety for students while online.	Yes	\$5,000.00	\$7,590

# 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)
\$664,075	\$562,011.00	\$562,011.00	\$0.00	44.000%	30.000%	-14.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Tier II and Tier III Support for reading intervention.	Yes	\$147,501	\$147,501	8%	8%
1	1.5	English Language Development Support	Yes	\$103,844	\$103,844	7%	6%
1	1.7	Tier II, III Instruction	Yes	\$96,333	\$96,333	14%	5%
1	1.8	Tier II and Tier III Supplemental Instruction	Yes	\$0	\$0	1%	0%
1	1.9	College and Career Readiness (Field Trips/Campus Visits)	Yes	\$660	\$660	0%	0%
1	1.10	Transitional Kindergarten	Yes	\$76,658	\$76,658	4%	4%
3	3.1	Parental Engagement	Yes	\$69,062	\$69,062	3%	4%
3	3.3	Multi-Tiered Systems of Support	Yes	\$0.00	\$0.00	5%	0%
3	3.4	Campus Safety and Positive School Climate	Yes	\$52,863	\$52,863	2%	3%
3	3.5	Field Trips	Yes	\$3,000	\$3,000	0%	0%
3	3.6	Viking Store	Yes	\$4,500	\$4,500	0%	0%
3	3.7	Increase on-task engagement and internet safety for students while online.	Yes	\$7,590	\$7,590	0%	0%

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	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)
\$1,864,094	\$664,075	0.89%	36.515%	\$562,011.00	30.000%	60.149%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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



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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### *Schools Identified*

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

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

#### *Support for Identified Schools*

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

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

#### *Monitoring and Evaluating Effectiveness*

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

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

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

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

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

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

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

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

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

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

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

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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

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

Explain why the LEA has chosen to prioritize this goal.



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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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

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

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

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

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

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

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

LCFF CALCULATOR	
68437	5 digit District code or 7 digit School code (from the CDS code)
NO	Is this calculation for a new charter school? (select from drop down list)
District	Projection Type
5/16/2024	Projection Date
LEA: Vallecitos Elementary	
Projection Title: 23-24 Estimated Actuals / 24-25 Adopted Budget	
Created by: Meliton Sanchez	
Email: msanchez@vallecitosssd.net	
Phone: (760) 728-7092	

Vallecitos Elementary (68437)	PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
<b>( 1 ) UNIVERSAL ASSUMPTIONS</b>								
Supplemental Grant %	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%
Concentration Grant (>55% population)	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%
Statutory COLA & Augmentation/Suspension <i>(prefilled as calculated by the Department of Finance, DOF)</i>	5.07%	13.26%	8.22%	1.07%	2.93%	3.08%	3.30%	3.29%
Statutory COLA	1.70%	6.56%	8.22%	1.07%	2.93%	3.08%	3.30%	3.29%
Augmentation/(COLA Suspension)	3.37%	6.70%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Base Grant Proration Factor (deficit)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transitional Kindergarten Add-on <i>(2022-23 forward)</i>	\$ -	\$ 2,813	\$ 3,044	\$3,077	\$3,167	\$3,265	\$3,373	\$ 3,484
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)	73.31789035%	12.74780911%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	0.00000000%	0.00000000%
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)	75.37156903%	12.84814107%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	0.00000000%	0.00000000%
Local EPA Accrual	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Vallecitos Elementary (68437)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
<b>( 2 ) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF</b>									
<b>NEW CHARTER SCHOOLS</b>		New Charter School Name: <input type="text" value="N/A"/>							
		Year that charter starts operation (select from drop down list): <input type="text" value="2022-23"/>							
<b>( a ) TRANSFER OF IN-LIEU PROPERTY TAX</b>		<b>Note:</b> Charter schools should contact sponsoring district(s) for In-lieu estimate							
I-4	F-6 / F-7 In-Lieu of Property Tax	-	-	-	-	-	-	-	-
<b>( b ) UNDUPLICATED PUPIL PERCENTAGE (UPP)</b>									
A-1.2, A-2.2, A-3.2	Enrollment (second prior year)	-	-						
A-1.1, A-2.1, A-3.1	Enrollment (first prior year)	-	-						
A-1, A-2, A-3	Enrollment	-	-	-	-	-	-	-	-
B-1.2, B-2.2, B-3.2	Unduplicated Pupil Count (second prior year)	-	-						
B-1.1, B-2.1, B-3.1	Unduplicated Pupil Count (first prior year)	-	-						
B-1, B-2, B-3	Unduplicated Pupil Count	-	-	-	-	-	-	-	-
		3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage
	Single Year Unduplicated Pupil Percentage	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
C-1	Unduplicated Pupil Percentage (%)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
<b>( c ) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location</b>									
Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the highest district UPP of all locations.									
D-3	Unduplicated Pupil Percentage (%)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Unduplicated Pupil Percentage: Supplemental Grant	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Unduplicated Pupil Percentage: Concentration Grant	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
<b>( d ) AVERAGE DAILY ATTENDANCE (ADA)</b>									
ADA used for the Transitional Kindergarten Add-on <b>ONLY</b> :									
G-4	TK (NEW beginning 2022-23)	-	-	-	-	-	-	-	-
ADA used for Base, Supplemental and Concentration Grant Calculations: Enter P2 Data - Note: Charter School ADA is always funded on current year									
B-1	Grades TK-3	-	-	-	-	-	-	-	-
B-2	Grades 4-6	-	-	-	-	-	-	-	-
B-3	Grades 7-8	-	-	-	-	-	-	-	-
B-4	Grades 9-12	-	-	-	-	-	-	-	-
	SUBTOTAL ADA	-	-	-	-	-	-	-	-
	RATIO: ADA to Enrollment	-	-	-	-	-	-	-	-
<b>( e ) OTHER LCFF ADJUSTMENTS</b>									
Miscellaneous Adjustments (line H-2), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative. Minimum State Aid Adjustments (Line J-5), captures adjustments for audit penalties and special legislation. Adjustments can be positive or negative.									
H-2	Miscellaneous Adjustments	\$ -	\$ -	\$ -					
J-5	Minimum State Aid Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Vallecitos Elementary (68437)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
<b>( 3 ) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF</b>									
<b>(a) GENERAL QUESTIONS</b>									
Is your district required to transfer in-lieu taxes to a charter school?		YES							
Does your district have a necessary small school?		NO							
<b>(b) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION</b>									
Did your district meet the requirements of funding?		YES	YES	YES	YES	YES	YES	YES	YES
<b>(c) PROPERTY TAXES</b>									
C1 A-6	Estimated Property Taxes (excluding RDA)	\$ 990,878	\$ 1,079,420	\$ 1,136,326	\$ 1,107,655	\$ 1,107,655	\$ 1,107,655	\$ -	\$ -
B-5	Redevelopment Agency Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Less In-Lieu Property Tax Transfer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Local Revenue	\$ 990,878	\$ 1,079,420	\$ 1,136,326	\$ 1,107,655	\$ 1,107,655	\$ 1,107,655	\$ -	\$ -
<b>(d) OTHER LCFF ADJUSTMENTS</b>									
If applicable, enter adjustments for special legislation, instructional time penalties, and class size penalties populated from the Class Size Penalties exhibit. Adjustments can be positive or negative.									
H-2	Miscellaneous Adjustments	\$ -	\$ -	\$ -					
J-5	Minimum State Aid Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>(e) UNDUPLICATED PUPIL PERCENTAGE</b>									
A-1.2 / A-3.2	District Enrollment (second prior year)	195	187						
A-1.1 / A-3.1	District Enrollment (first prior year)	187	178						
A-1 / A-3	District Enrollment	178	181	190	189	189	188		
A-2.2 / A-4.2	COE Enrollment (second prior year)	-	-						
A-2.1 / A-4.1	COE Enrollment (first prior year)	-	-						
A-2 / A-4	COE Enrollment	-	-	-	-	-	-		
	Total Enrollment	178	181	190	189	189	188	-	-
B-1.2 / B-3.2	District Unduplicated Pupil Count (second prior year)	194	186						
B-1.1 / B-3.1	District Unduplicated Pupil Count (first prior year)	186	153						
B-1 / B-3	District Unduplicated Pupil Count	153	152	156	156	156	156		
B-2.2 / B-4.2	COE Unduplicated Pupil Count (second prior year)	-	-						
B-2.1 / B-4.1	COE Unduplicated Pupil Count (first prior year)	-	-						
B-2 / B-4	COE Unduplicated Pupil Count	-	-	-	-	-	-		
	Total Unduplicated Pupil Count	153	152	156	156	156	156	-	-
		3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage
	Single Year Unduplicated Pupil Percentage	85.96%	83.98%	82.11%	82.54%	82.54%	82.98%	0.00%	0.00%
C1	Unduplicated Pupil Percentage (%)	95.18%	89.93%	83.97%	82.86%	82.39%	82.69%	0.00%	0.00%

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<b>(f) AVERAGE DAILY ATTENDANCE (ADA)</b>										
ADA used for the Transitional Kindergarten Add-on ONLY:										
6-10	TK (Commencing in 2022-23)		-	0.18	5.30	7.00	8.00	9.00	-	-
ADA used for Base, Supplemental and Concentration Grant Calculations: Enter ADA by grade span. The calculator will determine the most advantageous funding option for each year's funding calculation.										
B-1, D-5	Current Year ADA: (P-2, Necessary Small Schools, Annual for Special Day Class Extended Year)									
	Grades TK-3		81.02	79.16	67.36	68.00	69.00	70.00	-	-
	Grades 4-6		49.85	58.89	62.30	63.00	64.00	65.00	-	-
	Grades 7-8		39.06	36.56	44.29	45.00	45.00	45.00	-	-
	Grades 9-12		-	-	-	-	-	-	-	-
	TOTAL CURRENT YEAR ADA		169.93	174.61	173.95	176.00	178.00	180.00	-	-
D-9, E-1	Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)									
	Grades TK-3		-	-	-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-	-	-
	TOTAL NPS-CDS (Annual)		-	-	-	-	-	-	-	-
	District Basic Aid ADA funded outside of the LCFF (Court Ordered, Voluntary Trf. & Open Enrollment) <small>(For calculating EPA only; this ADA is not included in the LCFF funding calculation).</small>									
	DISTRICT TOTAL		169.93	174.61	173.95	176.00	178.00	180.00	-	-
E-2, E-3	County Operated Programs, e.g. Community School, Special Ed: (P-2 / Annual)									
	Grades TK-3		-	-	-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-	-	-
	COUNTY TOTAL		-	-	-	-	-	-	-	-
	RATIO: District ADA-to-Enrollment		95.47%	96.47%	91.55%	93.12%	94.18%	95.74%	0.00%	0.00%
	RATIO: County ADA-to-Enrollment		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
<b>(g) PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT</b>										
If applicable, enter prior year ADA for students transferring into or out of district schools and <u>district-sponsored</u> charter schools. Report the prior year ADA for these students in the current year field, using the grade span the students were enrolled in during the prior year(s). <b>NOTE: Legislative requiring the charter shift adjustment was suspended in fiscal years 2020-21 and 2021-22, no prior year ADA should be entered for these years.</b>										
A-19	Prior year									
	Grades TK-3	Prior year Charter School Shift Increase of ADA for students who attended district sponsored charter schools in the prior year and attended district schools in the current year		-	-	-	-	-	-	-
	Grades 4-6			-	-	-	-	-	-	-
	Grades 7-8			-	-	-	-	-	-	-
	Grades 9-12			-	-	-	-	-	-	-
			-	-	-	-	-	-	-	
A-20	Prior year									
	Grades TK-3	Prior year Charter School Shift Decrease of ADA for students who attended district schools in the prior year and attended district sponsored charter schools in the current year		-	-	-	-	-	-	-
	Grades 4-6			-	-	-	-	-	-	-
	Grades 7-8			-	-	-	-	-	-	-
	Grades 9-12			-	-	-	-	-	-	-
			-	-	-	-	-	-	-	
	Net increase/(decrease) to prior year ADA		-	-	-	-	-	-	-	-

Vallecitos Elementary (68437)			2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
<b>( 4 ) NECESSARY SMALL SCHOOLS ADA</b>										
For each school that is eligible to be funded as a necessary small school in the year NSS funding is anticipated, enter ADA and FTE for the current and three prior years.										
<b>1 NSS #1</b>			<b>School Code:</b>							
A-12	<b>Current Year P2 ADA:</b>	<b>Grades TK-3</b>	-	-	-	-	-	-	-	-
A-13		<b>Grades 4-6</b>	-	-	-	-	-	-	-	-
A-14		<b>Grades 7-8</b>	-	-	-	-	-	-	-	-
B-6		<b>Grades 9-12</b>	-	-	-	-	-	-	-	-
		TOTAL	-	-	-	-	-	-	-	-
A-11, B-5	<b>Number of FTE (round up to the full FTE)</b>		-	-	-	-	-	-	-	-
		<b>Is this school eligible for NSS funding?</b>	Not Eligible	Not Eligible	Not Eligible	Not Eligible	Not Eligible	Not Eligible	Not Eligible	Not Eligible
		Type of school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
		Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
		<b>Select funding method:</b>	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
<b>2 NSS #2</b>			<b>School Code:</b>							
A-12	<b>Current Year P2 ADA:</b>	<b>Grades TK-3</b>	-	-	-	-	-	-	-	-
A-13		<b>Grades 4-6</b>	-	-	-	-	-	-	-	-
A-14		<b>Grades 7-8</b>	-	-	-	-	-	-	-	-
B-6		<b>Grades 9-12</b>	-	-	-	-	-	-	-	-
		TOTAL	-	-	-	-	-	-	-	-
A-11, B-5	<b>Number of FTE (round up to the full FTE)</b>		-	-	-	-	-	-	-	-
		<b>Is this school eligible for NSS funding?</b>	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
		Type of school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
		Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
		<b>Select funding method:</b>	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
<b>3 NSS #3</b>			<b>School Code:</b>							
A-12	<b>Current Year P2 ADA:</b>	<b>Grades TK-3</b>	-	-	-	-	-	-	-	-
A-13		<b>Grades 4-6</b>	-	-	-	-	-	-	-	-
A-14		<b>Grades 7-8</b>	-	-	-	-	-	-	-	-
B-6		<b>Grades 9-12</b>	-	-	-	-	-	-	-	-
		TOTAL	-	-	-	-	-	-	-	-
A-11, B-5	<b>Number of FTE (round up to the full FTE)</b>		-	-	-	-	-	-	-	-
		<b>Is this school eligible for NSS funding?</b>	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
		Type of school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
		Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
		<b>Select funding method:</b>	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF



Vallecitos Elementary (68437)			2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
<b>4 NSS #4</b>			<b>School Code:</b>							
A-12	<b>Current Year P2 ADA:</b>	<b>Grades TK-3</b>	-	-	-	-	-	-	-	-
A-13		<b>Grades 4-6</b>	-	-	-	-	-	-	-	-
A-14		<b>Grades 7-8</b>	-	-	-	-	-	-	-	-
B-6		<b>Grades 9-12</b>	-	-	-	-	-	-	-	-
		<b>TOTAL</b>	-	-	-	-	-	-	-	-
A-11, B-5	<b>Number of FTE (round up to the full FTE)</b>		-	-	-	-	-	-	-	-
	<b>Is this school eligible for NSS funding?</b>		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	<b>Select funding method:</b>		<b>LCFF</b>	<b>LCFF</b>	<b>LCFF</b>	<b>LCFF</b>	<b>LCFF</b>	<b>LCFF</b>	<b>LCFF</b>	<b>LCFF</b>
<b>5 NSS #5</b>			<b>School Code:</b>							
A-12	<b>Current Year P2 ADA:</b>	<b>Grades TK-3</b>	-	-	-	-	-	-	-	-
A-13		<b>Grades 4-6</b>	-	-	-	-	-	-	-	-
A-14		<b>Grades 7-8</b>	-	-	-	-	-	-	-	-
B-6		<b>Grades 9-12</b>	-	-	-	-	-	-	-	-
		<b>TOTAL</b>	-	-	-	-	-	-	-	-
A-11, B-5	<b>Number of FTE (round up to the full FTE)</b>		-	-	-	-	-	-	-	-
	<b>Is this school eligible for NSS funding?</b>		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	<b>Select funding method:</b>		<b>LCFF</b>	<b>LCFF</b>	<b>LCFF</b>	<b>LCFF</b>	<b>LCFF</b>	<b>LCFF</b>	<b>LCFF</b>	<b>LCFF</b>

Vallecitos Elementary (68437)	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
<b>( 5 ) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS</b>								
Complete <u>either</u> section (a) or (b)								
<b>( a ) ALTERNATIVE CALCULATION TOOL</b>								
Use this section to override the calculated in-lieu of property tax results.								
1. Clear the prepopulated number '1' from the box located to the right	0							
2. Local calculation of <u>total</u> in-lieu property taxes	-	-	-	-	-	-	-	-
<b>( b ) IN-LIEU TAX CALCULATION BY CHARTER SCHOOL (Note: Charters MUST be numbered to bring results into the District In-Lieu Taxes tab)</b>								
Enter the name and ADA for each charter school. Basic Aid districts are required to transfer in-lieu taxes based on grade span funding rates. To reduce data entry, non-basic aid districts can enter the total ADA for each year into a single grade span.								
0	Charter Name	N/A						
	Charter ADA by grade span							
	Grades K-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-
0	Charter Name	N/A						
	Charter ADA by grade span							
	Grades K-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-
0	Charter Name	N/A						
	Charter ADA by grade span							
	Grades K-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-
0	Charter Name	N/A						
	Charter ADA by grade span							
	Grades K-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-

Vallecitos Elementary (68437)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-

Vallecitos Elementary (68437)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-

Vallecitos Elementary (68437)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-

Vallecitos Elementary (68437)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-

Vallecitos Elementary (68437)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-

Vallecitos Elementary (68437)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-



Vallecitos Elementary (68437)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-

Vallecitos Elementary (68437)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-

Vallecitos Elementary (68437)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-

Vallecitos Elementary (68437)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
0	Charter Name	N/A							
	Charter ADA by grade span								
	Grades K-3	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-
	Total ADA	-	-	-	-	-	-	-	-

Vallejos Elementary (68437) - 23-24 Estimated Actuals / 24-25 Adopted Budget									
5/16/2024									
DETAILED ADA CALCULATION									
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
<b>Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)</b>									
	2018-19 ADA	2019-20 ADA	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA
Grades TK-3		82.00	82.00	81.02	79.16	67.36	68.00	69.00	69.00
Grades 4-6	Non Applicable	62.14	62.14	49.85	58.89	62.30	63.00	64.00	64.00
Grades 7-8	Until 2022-23 Certification	42.01	42.01	39.06	36.56	44.29	45.00	45.00	45.00
Grades 9-12		-	-	-	-	-	-	-	-
<b>LCFF Subtotal</b>		186.15	186.15	169.93	174.61	173.95	176.00	178.00	178.00
NSS		-	-	-	-	-	-	-	-
<b>Combined Subtotal</b>		186.15	186.15	169.93	174.61	173.95	176.00	178.00	178.00
<b>Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)</b>									
	2019-20 ADA	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
Grades TK-3		82.00	81.02	79.16	67.36	68.00	69.00	70.00	70.00
Grades 4-6	Non Applicable	62.14	49.85	58.89	62.30	63.00	64.00	65.00	65.00
Grades 7-8	Until 2022-23 Certification	42.01	39.06	36.56	44.29	45.00	45.00	45.00	45.00
Grades 9-12		-	-	-	-	-	-	-	-
<b>LCFF Subtotal</b>		186.15	169.93	174.61	173.95	176.00	178.00	180.00	180.00
NSS		-	-	-	-	-	-	-	-
<b>Combined Subtotal</b>		186.15	169.93	174.61	173.95	176.00	178.00	180.00	180.00
<b>Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)</b>									
	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA	2028-29 ADA
Grades TK-3	82.00	81.02	79.16	67.36	68.00	69.00	70.00	70.00	-
Grades 4-6	62.14	49.85	58.89	62.30	63.00	64.00	65.00	65.00	-
Grades 7-8	42.01	39.06	36.56	44.29	45.00	45.00	45.00	45.00	-
Grades 9-12	-	-	-	-	-	-	-	-	-
<b>LCFF Subtotal</b>	186.15	169.93	174.61	173.95	176.00	178.00	180.00	180.00	-
NSS	-	-	-	-	-	-	-	-	-
<b>Combined Subtotal</b>	186.15	169.93	174.61	173.95	176.00	178.00	180.00	180.00	-
<b>Net Adjustment to Prior Year ADA for Charter Shift</b>									
Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift		-	-	-	-	-	-	-	-
Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift		-	-	-	-	-	-	-	-
Second prior year charter school shift percentage	Non Applicable	-	-	-	-	-	-	-	-
Prior year charter school shift percentage	Until 2022-23	0%	0%	0%	0%	0%	0%	0%	0%
<b>Prior 3-Year Average ADA (if charter shift percentage &gt; -50%, adjusted for +/- current year charter shift) - Effective beginning in 2022-23</b>									
		2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA	2028-29 ADA
Grades TK-3		81.67	80.73	75.85	71.51	68.12	69.00	69.00	46.33
Grades 4-6	Non Applicable Until 2022-23	58.04	56.96	57.01	61.40	63.10	64.00	64.00	43.00
Grades 7-8		41.03	39.21	39.97	41.95	44.76	45.00	45.00	30.00
Grades 9-12		-	-	-	-	-	-	-	-
<b>LCFF Subtotal</b>		180.74	176.90	172.83	174.86	175.98	178.00	178.00	119.33
NSS		-	-	-	-	-	-	-	-
<b>Combined Subtotal</b>		180.74	176.90	172.83	174.86	175.98	178.00	178.00	119.33
<b>Current Year Charter Shift ADA for the Hold Harmless and 3-prior year average</b>									
		-	-	-	-	-	-	-	-
<b>Current Year ADA</b>									
Grades TK-3	81.02	79.16	67.36	68.00	69.00	70.00	-	-	-
Grades 4-6	49.85	58.89	62.30	63.00	64.00	65.00	-	-	-
Grades 7-8	39.06	36.56	44.29	45.00	45.00	45.00	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-
<b>LCFF Subtotal</b>	169.93	174.61	173.95	176.00	178.00	180.00	-	-	-
NSS	-	-	-	-	-	-	-	-	-
<b>Combined Subtotal</b>	169.93	174.61	173.95	176.00	178.00	180.00	-	-	-
<b>Change in LCFF ADA (excludes NSS ADA)</b>	(16.22)	4.68	(0.66)	2.05	2.00	2.00	(180.00)	-	-
	Decline	Increase	Decline	Increase	Increase	Increase	Decline	No Change	No Change

Vallejos Elementary (68437) - 23-24 Estimated Actuals / 24-25 Adopted Budget									
5/16/2024									
DETAILED ADA CALCULATION	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
<b>Funded LCFF ADA (greater of current year, prior year or 3-prior year average)</b>									
Grades TK-3	82.00	81.67	80.73	68.00	69.00	70.00	70.00	46.33	
Grades 4-6	62.14	58.04	56.96	63.00	64.00	65.00	65.00	43.00	
Grades 7-8	42.01	41.03	39.21	45.00	45.00	45.00	45.00	30.00	
Grades 9-12	-	-	-	-	-	-	-	-	
<b>Subtotal</b>	<b>186.15</b>	<b>180.74</b>	<b>176.90</b>	<b>176.00</b>	<b>178.00</b>	<b>180.00</b>	<b>180.00</b>	<b>119.33</b>	
	<i>Prior Yr</i>	<i>3-PY Average</i>	<i>3-PY Average</i>	<i>Current Yr</i>	<i>Current Yr</i>	<i>Current Yr</i>	<i>Prior Yr</i>	<i>3-PY Average</i>	
<b>Funded NSS ADA</b>									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	
<b>Subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>NPS, CDS, &amp; COE Operated</b>									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	
<b>Subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>ACTUAL ADA (Current Year Only)</b>									
Grades TK-3	81.02	79.16	67.36	68.00	69.00	70.00	-	-	
Grades 4-6	49.85	58.89	62.30	63.00	64.00	65.00	-	-	
Grades 7-8	39.06	36.56	44.29	45.00	45.00	45.00	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	
<b>Total Actual ADA</b>	<b>169.93</b>	<b>174.61</b>	<b>173.95</b>	<b>176.00</b>	<b>178.00</b>	<b>180.00</b>	<b>-</b>	<b>-</b>	
<b>TOTAL FUNDED ADA, LCFF &amp; NSS</b>									
Grades TK-3	82.00	81.67	80.73	68.00	69.00	70.00	70.00	46.33	
Grades 4-6	62.14	58.04	56.96	63.00	64.00	65.00	65.00	43.00	
Grades 7-8	42.01	41.03	39.21	45.00	45.00	45.00	45.00	30.00	
Grades 9-12	-	-	-	-	-	-	-	-	
<b>Total Funded ADA</b>	<b>186.15</b>	<b>180.74</b>	<b>176.90</b>	<b>176.00</b>	<b>178.00</b>	<b>180.00</b>	<b>180.00</b>	<b>119.33</b>	
<i>Funded Difference (Funded ADA less Actual ADA)</i>	<i>16.22</i>	<i>6.13</i>	<i>2.95</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>180.00</i>	<i>119.33</i>	
<b>FUNDED ADA for the Transitional Kindergarten Add-on</b>									
Current Year TK ADA	-	0.18	5.30	7.00	8.00	9.00	-	-	

Vallecitos Elementary (68437) - 23-24 Estimated Actuals / 24-25 Adopted Budget		v.25.1		PY3		v.25.1		5/16/2024		PY2																					
LOCAL CONTROL FUNDING FORMULA						2021-22						2022-23																			
LCFF ENTITLEMENT CALCULATION						COLA & Augmentation						COLA & Augmentation																			
						Base Grant Proration		Unduplicated Pupil Percentage		Base Grant Proration		Unduplicated Pupil Percentage																			
Calculation Factors						5.07%		0.00%		95.18%		95.18%		13.26%		0.00%		89.93%		89.93%											
Prior Yr						ADA		Base		Grade Span		Supplemental		Concentration		Total		3-PY Average		ADA		Base		Grade Span		Supplemental		Concentration		Total	
Grades TK-3						82.00	\$ 8,093	\$ 842	\$ 1,701	\$ 2,334	\$ 1,063,492	81.67	\$ 9,166	\$ 953	\$ 1,820	\$ 2,297	\$ 1,162,693														
Grades 4-6						62.14	8,215		1,564	2,146	740,977	58.04	9,304		1,673	2,112	759,734														
Grades 7-8						42.01	8,458		1,610	2,209	515,759	41.03	9,580		1,723	2,175	553,008														
Grades 9-12						-	9,802	255	1,914	2,627	-	-	11,102	289	2,049	2,586	-														
Subtract Necessary Small School ADA and Funding						-	-	-	-	-	-	-	-	-	-	-															
<b>Total Base, Supplemental, and Concentration Grant</b>						\$ 1,529,427	\$ 69,044	\$ 304,285	\$ 417,472	\$ 2,320,228		\$ 1,681,658	\$ 77,832	\$ 316,462	\$ 399,483	\$ 2,475,435															
NSS Allowance						-	-	-	-	-	-	-	-	-	-	-															
<b>TOTAL BASE</b>						186.15	\$ 1,529,427	\$ 69,044	\$ 304,285	\$ 417,472	\$ 2,320,228	180.74	\$ 1,681,658	\$ 77,832	\$ 316,462	\$ 399,483	\$ 2,475,435														
<b>ADD ONS:</b>																															
Targeted Instructional Improvement Block Grant										\$ 5,515						\$ 5,515															
Home-to-School Transportation (COLA added commencing 2023-24)										-					-																
Small School District Bus Replacement Program (COLA added commencing 2023-24)										-					-																
Transitional Kindergarten (Commencing 2022-23)						TK ADA	-	TK Add-on rate	\$ -	-	-	TK ADA	0.18	TK Add-on rate	\$ 2,813.00	506															
<b>ECONOMIC RECOVERY TARGET PAYMENT</b>																															
LCFF Entitlement Before Adjustments										\$ 2,325,743						\$ 2,481,456															
Miscellaneous Adjustments										-					-																
<b>ADJUSTED LCFF ENTITLEMENT</b>										\$ 2,325,743					\$ 2,481,456																
Local Revenue (including RDA)										(990,878)					(1,079,420)																
<b>Gross State Aid</b>										\$ 1,334,865					\$ 1,402,036																
Education Protection Account Entitlement										(97,027)					(46,161)																
<b>Net State Aid</b>										\$ 1,237,838					\$ 1,355,875																
<b>MINIMUM STATE AID CALCULATION</b>																															
						12-13 Rate		2021-22 ADA		N/A		12-13 Rate		2022-23 ADA		N/A															
2012-13 RL/Charter Gen BG adjusted for ADA							\$ 5,039.33	186.15	\$ 938,071		\$ 910,809		\$ 5,039.33	180.74	\$ 910,809																
2012-13 NSS Allowance (deficit)							\$ -		-		-		\$ -		-																
Minimum State Aid Adjustments									-		-			-																	
Less Current Year Property Taxes/In-Lieu									(990,878)		(1,079,420)				(1,079,420)																
Less Education Protection Account Entitlement									(97,027)		(46,161)				(46,161)																
<b>Subtotal State Aid for Historical RL/Charter General BG</b>									\$ -		\$ -				\$ -																
Categorical Minimum State Aid									328,577		328,577				328,577																
Charter School Categorical Block Grant adjusted for ADA									-		-			-																	
<b>Minimum State Aid Guarantee Before Proration Factor</b>									\$ 328,577		\$ 328,577				\$ 328,577																
Proration Factor															0.00%																
<b>Minimum State Aid Guarantee</b>									\$ 328,577		\$ 328,577				\$ 328,577																
<b>CHARTER SCHOOL MINIMUM STATE AID OFFSET</b>																															
LCFF Entitlement									-		-				-																
Minimum State Aid plus Property Taxes including RDA									-		-				-																
Offset									-		-				-																
Minimum State Aid Prior to Offset									-		-				-																
Total Minimum State Aid with Offset									-		-				-																
<b>State Aid Before Additional State Aid</b>									\$ 1,237,838		\$ 1,355,875				\$ 1,355,875																
<b>ADDITIONAL STATE AID</b>									\$ -		\$ -				\$ -																
LCFF State Aid, Adjusted for Minimum State Aid Guarantee									\$ 1,237,838		\$ 1,355,875				\$ 1,355,875																
<b>LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice &amp; Charter Supplemental</b>									\$ 2,325,743		\$ 2,481,456				\$ 2,481,456																
Change Over Prior Year													6.70%	155,713																	
LCFF Entitlement Per ADA (excluding Categorical MSA)									\$ 12,494		13,729				13,729																
Per-ADA Change Over Prior Year													9.88%	1,235																	
Basic Aid Status (school districts only)																Non-Basic Aid			Non-Basic Aid												
<b>LCFF SOURCES INCLUDING EXCESS TAXES</b>																															
						2021-22		Increase		2022-23																					
State Aid							\$ 1,237,838		9.54%	118,037		\$ 1,355,875																			
Education Protection Account							97,027				46,161																				
Property Taxes Net of In-Lieu Transfers							990,878		8.94%	88,542		1,079,420																			
Charter In-Lieu Taxes							-		0.00%	-		-																			
<b>Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)</b>							\$ 2,325,743		8.88%	206,579		\$ 2,481,456																			

Vallecitos Elementary (68437) - 23-24 Estimated Actuals / 24-25 Adopted Budget	v.25.1	PY3	v.25.1	5/16/2024	PY2
LOCAL CONTROL FUNDING FORMULA		2021-22			2022-23



Vallecitos Elementary (68437) - 23-24 Estimated Actuals / 24-25 Adopted Budget		v.25.1		PY1		v.25.1		5/16/2024		CY			
LOCAL CONTROL FUNDING FORMULA				2023-24				2024-25					
LCFF ENTITLEMENT CALCULATION													
		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage	
Calculation Factors		8.22%		0.00%		83.97%		1.07%		0.00%		82.86%	
		3-PY Average						Current Yr					
		ADA	Base	Grade Span	Supplemental	Concentration	Total	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3		80.73	\$ 9,919	\$ 1,032	\$ 1,839	\$ 2,062	\$ 1,199,021	68.00	\$ 10,025	\$ 1,043	\$ 1,834	\$ 2,004	\$ 1,013,642
Grades 4-6		56.96	10,069		1,691	1,896	777,848	63.00	10,177		1,687	1,843	863,509
Grades 7-8		39.21	10,367		1,741	1,952	551,300	45.00	10,478		1,736	1,897	635,035
Grades 9-12		-	12,015	312	2,070	2,321	-	-	12,144	316	2,065	2,256	-
Subtract Necessary Small School ADA and Funding		-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Base, Supplemental, and Concentration Grant</b>		\$ 1,780,781		\$ 83,313	\$ 313,056	\$ 351,019	\$ 2,528,169	\$ 1,794,361		\$ 70,924	\$ 309,116	\$ 337,785	\$ 2,512,186
NSS Allowance													
<b>TOTAL BASE</b>		176.90	\$ 1,780,781	\$ 83,313	\$ 313,056	\$ 351,019	\$ 2,528,169	176.00	\$ 1,794,361	\$ 70,924	\$ 309,116	\$ 337,785	\$ 2,512,186
<b>ADD ONS:</b>													
Targeted Instructional Improvement Block Grant						\$ 5,515						\$ 5,515	
Home-to-School Transportation (COLA added commencing 2023-24)													
Small School District Bus Replacement Program (COLA added commencing 2023-24)													
Transitional Kindergarten (commencing 2022-23)		TK ADA	5.30	TK Add-on rate	\$ 3,044.00		16,133	TK ADA	7.00	TK Add-on rate	\$ 3,077.00		21,539
<b>ECONOMIC RECOVERY TARGET PAYMENT</b>													
<b>LCFF Entitlement Before Adjustments</b>						\$ 2,549,817						\$ 2,539,240	
Miscellaneous Adjustments													
<b>ADJUSTED LCFF ENTITLEMENT</b>						\$ 2,549,817						\$ 2,539,240	
Local Revenue (including RDA)						(1,136,326)						(1,107,655)	
<b>Gross State Aid</b>						\$ 1,413,491						\$ 1,431,585	
Education Protection Account Entitlement						(55,897)						(91,196)	
<b>Net State Aid</b>						\$ 1,357,594						\$ 1,340,389	
<b>MINIMUM STATE AID CALCULATION</b>													
				12-13 Rate	2023-24 ADA	N/A		12-13 Rate	2024-25 ADA	N/A			
2012-13 RL/Charter Gen BG adjusted for ADA				\$ 5,039.33	176.90	\$ 891,457		\$ 5,039.33	176.00	\$ 886,922			
2012-13 NSS Allowance (deficit)				\$ -				\$ -					
Minimum State Aid Adjustments													
Less Current Year Property Taxes/In-Lieu						(1,136,326)						(1,107,655)	
Less Education Protection Account Entitlement						(55,897)						(91,196)	
<b>Subtotal State Aid for Historical RL/Charter General BG</b>						\$ -						\$ -	
Categorical Minimum State Aid						328,577						328,577	
Charter School Categorical Block Grant adjusted for ADA													
<b>Minimum State Aid Guarantee Before Proration Factor</b>						\$ 328,577						\$ 328,577	
Proration Factor						0.00%						0.00%	
<b>Minimum State Aid Guarantee</b>						\$ 328,577						\$ 328,577	
<b>CHARTER SCHOOL MINIMUM STATE AID OFFSET</b>													
LCFF Entitlement													
Minimum State Aid plus Property Taxes including RDA													
Offset													
Minimum State Aid Prior to Offset													
Total Minimum State Aid with Offset													
<b>State Aid Before Additional State Aid</b>						\$ 1,357,594						\$ 1,340,389	
<b>ADDITIONAL STATE AID</b>						\$ -						\$ -	
<b>LCFF State Aid, Adjusted for Minimum State Aid Guarantee</b>						\$ 1,357,594						\$ 1,340,389	
<b>LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice &amp; Charter Supple</b>						\$ 2,549,817						\$ 2,539,240	
Change Over Prior Year				2.75%	68,361					-0.41%	(10,577)		
LCFF Entitlement Per ADA (excluding Categorical MSA)						14,414						14,428	
Per-ADA Change Over Prior Year				4.99%	685					0.10%	14		
Basic Aid Status (school districts only)						Non-Basic Aid						Non-Basic Aid	
<b>LCFF SOURCES INCLUDING EXCESS TAXES</b>													
				Increase		2023-24		Increase		2024-25			
State Aid		0.13%	1,719			\$ 1,357,594		-1.27%	(17,205)			\$ 1,340,389	
Education Protection Account						55,897						91,196	
Property Taxes Net of In-Lieu Transfers		5.27%	56,906			1,136,326		-2.52%	(28,671)			1,107,655	
Charter In-Lieu Taxes		0.00%	-			-		0.00%	-			-	
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		2.36%	58,625			\$ 2,549,817		-1.80%	(45,876)			\$ 2,539,240	



Vallecitos Elementary (68437) - 23-24 Estimated Actuals / 24-25 Adopted Budget	v.25.1	PY1	v.25.1	5/16/2024	CV
LOCAL CONTROL FUNDING FORMULA		2023-24			2024-25

Vallecitos Elementary (68437) - 23-24 Estimated Actuals / 24-25 Adopted Budget		v.25.1		CY1		v.25.1		CY2					
LOCAL CONTROL FUNDING FORMULA				2025-26				2026-27					
LCFF ENTITLEMENT CALCULATION													
		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage	
Calculation Factors		2.93%		0.00%		82.39% 82.39%		3.08%		0.00%		82.69% 82.69%	
Current Yr								Current Yr					
		ADA	Base	Grade Span	Supplemental	Concentration	Total	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3		69.00	\$ 10,319	\$ 1,073	\$ 1,877	\$ 2,028	\$ 1,055,517	70.00	\$ 10,637	\$ 1,106	\$ 1,942	\$ 2,114	\$ 1,105,903
Grades 4-6		64.00	10,475		1,726	1,865	900,224	65.00	10,798		1,786	1,943	944,271
Grades 7-8		45.00	10,785		1,777	1,920	651,702	45.00	11,117		1,839	2,001	673,039
Grades 9-12		-	12,500	325	2,113	2,283	-	-	12,885	335	2,186	-	2,379
Subtract Necessary Small School ADA and Funding		-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Base, Supplemental, and Concentration Grant</b>			\$ 1,867,736	\$ 74,037	\$ 319,966	\$ 345,704	\$ 2,607,443		\$ 1,946,725	\$ 77,420	\$ 334,753	\$ 364,315	\$ 2,723,213
NSS Allowance			-	-	-	-	-		-	-	-	-	-
<b>TOTAL BASE</b>		178.00	\$ 1,867,736	\$ 74,037	\$ 319,966	\$ 345,704	\$ 2,607,443	180.00	\$ 1,946,725	\$ 77,420	\$ 334,753	\$ 364,315	\$ 2,723,213
<b>ADD ONS:</b>													
Targeted Instructional Improvement Block Grant						\$ 5,515							\$ 5,515
Home-to-School Transportation (COLA added commencing 2023-24)						-							-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-							-
Transitional Kindergarten (commencing 2022-23)	TK ADA		8.00	TK Add-on rate	\$ 3,167.00		25,336	TK ADA	9.00	TK Add-on rate	\$ 3,265.00		29,385
<b>ECONOMIC RECOVERY TARGET PAYMENT</b>													
<b>LCFF Entitlement Before Adjustments</b>							\$ 2,638,294						\$ 2,758,113
Miscellaneous Adjustments							-						-
<b>ADJUSTED LCFF ENTITLEMENT</b>							\$ 2,638,294						\$ 2,758,113
Local Revenue (including RDA)							(1,107,655)						(1,107,655)
<b>Gross State Aid</b>							\$ 1,530,639						\$ 1,650,458
Education Protection Account Entitlement							(140,344)						(193,235)
<b>Net State Aid</b>							\$ 1,390,295						\$ 1,457,223
<b>MINIMUM STATE AID CALCULATION</b>													
				12-13 Rate	2025-26 ADA		N/A			12-13 Rate	2026-27 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			\$ 5,039.33		178.00	\$ 897,001		\$ 5,039.33		180.00	\$ 907,079		
2012-13 NSS Allowance (deficit)			\$ -			-		\$ -			-		
Minimum State Aid Adjustments						-					-		
Less Current Year Property Taxes/In-Lieu						(1,107,655)					(1,107,655)		
Less Education Protection Account Entitlement						(140,344)					(193,235)		
<b>Subtotal State Aid for Historical RL/Charter General BG</b>						\$ -					\$ -		
Categorical Minimum State Aid						328,577					328,577		
Charter School Categorical Block Grant adjusted for ADA						-					-		
<b>Minimum State Aid Guarantee Before Proration Factor</b>						\$ 328,577					\$ 328,577		
Proration Factor						0.00%					0.00%		
<b>Minimum State Aid Guarantee</b>						\$ 328,577					\$ 328,577		
<b>CHARTER SCHOOL MINIMUM STATE AID OFFSET</b>													
LCFF Entitlement						-					-		
Minimum State Aid plus Property Taxes including RDA						-					-		
Offset						-					-		
Minimum State Aid Prior to Offset						-					-		
Total Minimum State Aid with Offset						-					-		
<b>State Aid Before Additional State Aid</b>						\$ 1,390,295					\$ 1,457,223		
<b>ADDITIONAL STATE AID</b>						\$ -					\$ -		
<b>LCFF State Aid, Adjusted for Minimum State Aid Guarantee</b>						\$ 1,390,295					\$ 1,457,223		
<b>LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice &amp; Charter Supple</b>						\$ 2,638,294					\$ 2,758,113		
Change Over Prior Year			3.90%	99,054					4.54%	119,819			
LCFF Entitlement Per ADA (excluding Categorical MSA)						14,822					15,323		
Per-ADA Change Over Prior Year			2.73%	394					3.38%	501			
Basic Aid Status (school districts only)							Non-Basic Aid						Non-Basic Aid
<b>LCFF SOURCES INCLUDING EXCESS TAXES</b>													
				Increase		2025-26				Increase		2026-27	
State Aid		3.72%		49,906		\$ 1,390,295		4.81%		66,928		\$ 1,457,223	
Education Protection Account						140,344						193,235	
Property Taxes Net of In-Lieu Transfers		0.00%		-		1,107,655		0.00%		-		1,107,655	
Charter In-Lieu Taxes		0.00%		-		-		0.00%		-		-	
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		1.97%		49,906		\$ 2,638,294		2.54%		66,928		\$ 2,758,113	



Vallecitos Elementary (68437) - 23-24 Estimated Actuals / 24-25 Adopted Budget	v.25.1	CY1	v.25.1	CY2
LOCAL CONTROL FUNDING FORMULA		2025-26		2026-27

Vallecitos Elementary (68437) - 23-24 Estimated Actuals / 24-25 Adopted Budget

5/16/24

EDUCATION PROTECTION ACCOUNT

	Certification Period:									
	P-2	Annual	P-2	Annual	Estimated P-2	Est. Annual	2024-25	2025-26	2026-27	
	2021-22	2021-22	2022-23	2022-23	2023-24	2023-24				
<b>EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT</b>										
A-1 Total ADA for EPA Minimum	186.15	186.15	180.74	180.74	176.90	176.90	176.00	178.00	180.00	
A-2 Minimum Funding per ADA	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	
A-3 EPA Minimum Funding (A-1 * A-2)	\$ 37,230	\$ 37,230	\$ 36,148	\$ 36,148	\$ 35,380	\$ 35,380	\$ 35,200	\$ 35,600	\$ 36,000	
<b>EPA PROPORTIONATE SHARE CAP</b>										
B3, B7 2012-13 Deficit Base RL/Charter Rate (adjusted for COLA eff. 21/22)		\$ 5,786.28		\$ 6,165.86	\$ 6,672.69	\$ 6,672.69	\$ 6,744.09	\$ 6,941.69	\$ 7,155.49	
B4, B8 Current Year Funded ADA, excluding NSS		186.15		180.74	176.90	176.90	176.00	178.00	180.00	
B-11 2012-13 Deficit Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)		57.96		61.76	66.84	66.84	67.56	69.54	71.68	
B-12 Current Year Funded ADA, including NSS		186.15		180.74	176.90	176.90	176.00	178.00	180.00	
Adjusted Total Revenue Limit		\$ 1,087,905		\$ 1,125,581	\$ 1,192,223	\$ 1,192,223	\$ 1,198,851	\$ 1,247,999	\$ 1,300,890	
B-10 Current Year Adjusted NSS Allowance		\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
B-16 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$ 1,087,905	\$ 1,087,905	\$ 1,125,581	\$ 1,125,581	\$ 1,192,223	\$ 1,192,223	\$ 1,198,851	\$ 1,247,999	\$ 1,300,890	
B-17 Local Revenue/In-Lieu of Property Taxes	\$ 985,694	\$ 990,878	\$ 1,074,101	\$ 1,079,420	\$ 1,136,326	\$ 1,136,326	\$ 1,107,655	\$ 1,107,655	\$ 1,107,655	
B-18 EPA Proportionate Share Cap (B-16 - B-17; If less than 0, B-18 = 0)	\$ 102,211	\$ 97,027	\$ 51,480	\$ 46,161	\$ 55,897	\$ 55,897	\$ 91,196	\$ 140,344	\$ 193,235	
<b>EPA PROPORTIONATE SHARE</b>										
C-1 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$ 1,087,905	\$ 1,087,905	\$ 1,125,581	\$ 1,125,581	\$ 1,192,223	\$ 1,192,223	\$ 1,198,851	\$ 1,247,999	\$ 1,300,890	
C-2 Statewide EPA Proportionate Share Ratio (as of P-2 certification)	73.31789035%		12.74780911%		48.75954508%		48.75954508%	48.75954508%	48.75954508%	
C-3 EPA Proportionate Share (C-1 * C-2)	\$ 797,629	\$ 819,971	\$ 143,487	\$ 144,616	\$ 581,323	\$ 581,323	\$ 584,554	\$ 608,519	\$ 634,308	
<b>EPA ENTITLEMENT</b>										
D-1 EPA Entitlement (If C-3 < B-18, then C-3; else B-18); (If C-3 and B-18 < A-3, then A-3)	\$ 102,211	\$ 97,027	\$ 51,480	\$ 46,161	\$ 55,897	\$ 55,897	\$ 91,196	\$ 140,344	\$ 193,235	
D-2 Miscellaneous Adjustments**	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
D-3 Adjusted EPA Entitlement (D-1 + D-2)	102,211	97,027	51,480	46,161	55,897	55,897	91,196	140,344	193,235	
D-4 Prior Year Annual Adjustment	\$ -	-	\$ (5,184)	(5,184)	\$ (5,319)	(5,319)	-	-	-	
D-5 P2 Entitlement Net of PY Adjustment	\$ 102,211	97,027	\$ 46,296	40,977	\$ 50,578	50,578	91,196	140,344	193,235	
C-2 Statewide EPA Proportionate Share Ratio (as of Annual certification)	75.37156903%	75.37156903%	12.84814107%	12.84814107%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	
Adjusted EPA Allocation (used to calculate LCFF Revenue)	\$ 97,027		\$ 46,161		\$ 55,897		91,196	140,344	193,235	

\*\*A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of issuing an invoice to an LEA when it is overpaid. EPA State Aid offsets LCFF State Aid (object 8011). It is calculated a single time at P2.

Vallecitos Elementary (68437) - 23-24 Estimated Actuals / 24-25 Adc			
EDUCATION PROTECTION ACCOUNT			
		Certification Period:	
		2027-28	2028-29
<b>EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT</b>			
A-1	Total ADA for EPA Minimum	180.00	119.33
A-2	Minimum Funding per ADA	\$ 200	\$ 200
A-3	EPA Minimum Funding (A-1 * A-2)	\$ 36,000	\$ 23,866
<b>EPA PROPORTIONATE SHARE CAP</b>			
B3, B7	2012-13 Deficited Base RL/Charter Rate (adjusted for COLA eff. 21/22)	\$ 7,391.62	\$7,634.80
B4, B8	Current Year Funded ADA, excluding NSS	180.00	119.33
B-11	2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)	74.05	76.49
B-12	Current Year Funded ADA, including NSS	180.00	119.33
	<i>Adjusted Total Revenue Limit</i>	\$ 1,343,821	\$ 920,189
B-10	<i>Current Year Adjusted NSS Allowance</i>	\$ -	\$ -
B-16	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$ 1,343,821	\$ 920,189
B-17	Local Revenue/In-Lieu of Property Taxes	\$ -	\$ -
B-18	EPA Proportionate Share Cap (B-16 - B-17; If less than 0, B-18 = 0)	\$ 1,343,821	\$ 920,189
<b>EPA PROPORTIONATE SHARE</b>			
C-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$1,343,821	\$920,189
C-2	Statewide EPA Proportionate Share Ratio <i>(as of P-2 certification)</i>	0.00000000%	0.00000000%
C-3	EPA Proportionate Share (C-1 * C-2)	\$ -	\$ -
<b>EPA ENTITLEMENT</b>			
D-1	EPA Entitlement (If C-3 < B-18, then C-3; else B-18); (If C-3 and B-18 < A-3, then A-3)	\$ 36,000	\$ 23,866
D-2	Miscellaneous Adjustments**	\$-	\$-
D-3	Adjusted EPA Entitlement (D-1 + D-2)	36,000	23,866
D-4	Prior Year Annual Adjustment		
D-5	P2 Entitlement Net of PY Adjustment	36,000	23,866
C-2	Statewide EPA Proportionate Share Ratio <i>(as of Annual certification)</i>	0.00000000%	0.00000000%
	<i>Adjusted EPA Allocation (used to calculate LCFF Revenue)</i>	36,000	23,866

\*\*A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of is

Vallecitos Elementary (68437) - 23-24 Estimated Actuals / 24-25 Adopted Budget						
	5/16/2024					
Budget	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
<b>General Assumptions</b>						
COLA & Augmentation	5.07%	13.26%	8.22%	1.07%	2.93%	3.08%
Base Grant Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:						
Enrollment Count	178	181	190	189	189	188
Unduplicated Pupil Count (UPC)	153	152	156	156	156	156
Unduplicated Pupil Percentage (UPP)	95.18%	89.93%	83.97%	82.86%	82.39%	82.69%
Current Year LCFF Average Daily Attendance (ADA)	169.93	174.61	173.95	176.00	178.00	180.00
Funded LCFF ADA	186.15	180.74	176.90	176.00	178.00	180.00
LCFF ADA Funding Method	Prior Yr	3-PY Average	3-PY Average	Current Yr	Current Yr	Current Yr
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-
NSS ADA Funding Method(s)						
<b>LCFF Entitlement Summary</b>						
Base Grant	\$1,529,427	\$1,681,658	\$1,780,781	\$1,794,361	\$1,867,736	\$1,946,725
Grade Span Adjustment	69,044	77,832	83,313	70,924	74,037	77,420
<i>Adjusted Base Grant</i>	\$1,598,471	\$1,759,490	\$1,864,094	\$1,865,285	\$1,941,773	\$2,024,145
Supplemental Grant	304,285	316,462	313,056	309,116	319,966	334,753
Concentration Grant	417,472	399,483	351,019	337,785	345,704	364,315
<b>Total Base, Supplemental and Concentration Grant</b>	<b>\$2,320,228</b>	<b>\$2,475,435</b>	<b>\$2,528,169</b>	<b>\$2,512,186</b>	<b>\$2,607,443</b>	<b>\$2,723,213</b>
Allowance: Necessary Small School	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	5,515	5,515	5,515	5,515	5,515	5,515
Add-on: Home-to-School Transportation	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-
Add-on: Transitional Kindergarten	-	506	16,133	21,539	25,336	29,385
<b>Total Allowance and Add-On Amounts</b>	<b>\$5,515</b>	<b>\$6,021</b>	<b>\$21,648</b>	<b>\$27,054</b>	<b>\$30,851</b>	<b>\$34,900</b>
<b>Total LCFF Entitlement Before Adjustments</b> (excludes Additional State Aid)	<b>\$2,325,743</b>	<b>\$2,481,456</b>	<b>\$2,549,817</b>	<b>\$2,539,240</b>	<b>\$2,638,294</b>	<b>\$2,758,113</b>
Miscellaneous Adjustments	-	-	-	-	-	-
<b>Total LCFF Entitlement</b> (excludes Additional State Aid)	<b>\$ 2,325,743</b>	<b>\$ 2,481,456</b>	<b>\$ 2,549,817</b>	<b>\$ 2,539,240</b>	<b>\$ 2,638,294</b>	<b>\$ 2,758,113</b>
LCFF Entitlement Per ADA (excludes Categorical MSA)	\$ 12,494	\$ 13,729	\$ 14,414	\$ 14,428	\$ 14,822	\$ 15,323
Additional State Aid	-	-	-	-	-	-
<b>Total LCFF Entitlement with Additional State Aid</b>	<b>2,325,743</b>	<b>2,481,456</b>	<b>2,549,817</b>	<b>2,539,240</b>	<b>2,638,294</b>	<b>2,758,113</b>
<b>LCFF Sources Summary</b>						
<b>Funding Source Summary</b>						
Local Revenue (net of In-Lieu of Property Taxes)	\$ 990,878	\$ 1,079,420	\$ 1,136,326	\$ 1,107,655	\$ 1,107,655	\$ 1,107,655
Education Protection Account Entitlement (includes \$200/minimum per ADA)	\$ 97,027	\$ 46,161	\$ 55,897	\$ 91,196	\$ 140,344	\$ 193,235
Net State Aid (excludes Additional State Aid)	\$ 1,237,838	\$ 1,355,875	\$ 1,357,594	\$ 1,340,389	\$ 1,390,295	\$ 1,457,223
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Funding Sources</b>	<b>\$ 2,325,743</b>	<b>\$ 2,481,456</b>	<b>\$ 2,549,817</b>	<b>\$ 2,539,240</b>	<b>\$ 2,638,294</b>	<b>\$ 2,758,113</b>
<b>Funding Source by Resource-Object</b>						
State Aid (Resource Code 0000, Object Code 8011)	\$ 1,237,838	\$ 1,355,875	\$ 1,357,594	\$ 1,340,389	\$ 1,390,295	\$ 1,457,223
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	\$ 97,027	\$ 46,161	\$ 55,897	\$ 91,196	\$ 140,344	\$ 193,235
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	\$ -	\$ (5,184)	\$ (5,319)	\$ -	\$ -	\$ -
Property Taxes (Object 8021 to 8089)	\$ 990,878	\$ 1,079,420	\$ 1,136,326	\$ 1,107,655	\$ 1,107,655	\$ 1,107,655
In-Lieu of Property Taxes (Object Code 8096)	-	-	-	-	-	-
<b>Entitlement and Source Reconciliation</b>						

Vallecitos Elementary (68437) - 23-24 Estimated Actuals / 24-25 Adopted Budget							5/16/2024
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
Basic Aid/Excess Tax District Status	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	
Total LCFF Entitlement	\$ 2,325,743	\$ 2,481,456	\$ 2,549,817	\$ 2,539,240	\$ 2,638,294	\$ 2,758,113	
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Excess Taxes before Minimum State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Funding Sources	\$ 2,325,743	\$ 2,481,456	\$ 2,549,817	\$ 2,539,240	\$ 2,638,294	\$ 2,758,113	



Vallecitos Elementary (68437) - 23-24 Estimated Actuals / 24-25 Adopted Budget							
	5/16/2024						
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
<b>LCAP Percentage to Increase or Improve Services Calculation</b>							
Base Grant ( <i>Excludes add-ons for TIIG &amp; Transportation</i> )	\$ 1,598,471	\$ 1,759,996	\$ 1,880,227	\$ 1,886,824	\$ 1,967,109	\$ 2,053,530	
Supplemental and Concentration Grant funding in the LCAP year	\$ 721,757	\$ 715,945	\$ 664,075	\$ 646,901	\$ 665,670	\$ 699,068	
Projected Additional 15% Concentration Grant funding in the LCAP year	\$ 96,340	\$ 92,188	\$ 81,005	\$ 77,951	\$ 79,779	\$ 84,072	
Percentage to Increase or Improve Services	45.15%	40.68%	35.32%	34.29%	33.84%	34.04%	

Vallecitos Elementary (68437) - 23-24 Estimated Actuals / 24-25 Adopted		5/16/2024					
Budget		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
<b>PER-ADA FUNDING LEVELS</b>							
<b>Base, Supplemental and Concentration Rate per ADA</b>							
Grades TK-3	\$	12,969.42	\$ 14,236.47	\$ 14,852.24	\$ 14,906.49	\$ 15,297.35	\$ 15,798.62
Grades 4-6	\$	11,924.32	\$ 13,089.84	\$ 13,656.03	\$ 13,706.49	\$ 14,065.99	\$ 14,527.25
Grades 7-8	\$	12,277.04	\$ 13,478.15	\$ 14,060.19	\$ 14,111.88	\$ 14,482.26	\$ 14,956.42
Grades 9-12	\$	14,598.04	\$ 16,026.05	\$ 16,718.43	\$ 16,781.25	\$ 17,221.60	\$ 17,785.73
<b>Base Grants</b>							
Grades TK-3	\$	8,093	\$ 9,166	\$ 9,919	\$ 10,025	\$ 10,319	\$ 10,637
Grades 4-6	\$	8,215	\$ 9,304	\$ 10,069	\$ 10,177	\$ 10,475	\$ 10,798
Grades 7-8	\$	8,458	\$ 9,580	\$ 10,367	\$ 10,478	\$ 10,785	\$ 11,117
Grades 9-12	\$	9,802	\$ 11,102	\$ 12,015	\$ 12,144	\$ 12,500	\$ 12,885
<b>Grade Span Adjustment</b>							
Grades TK-3	\$	842	\$ 953	\$ 1,032	\$ 1,043	\$ 1,073	\$ 1,106
Grades 9-12	\$	255	\$ 289	\$ 312	\$ 316	\$ 325	\$ 335
<b>Supplemental Grant</b>							
		20%	20%	20%	20%	20%	20%
<b>Maximum - 1.00 ADA, 100% UPP</b>							
Grades TK-3	\$	1,787	\$ 2,024	\$ 2,190	\$ 2,214	\$ 2,278	\$ 2,349
Grades 4-6	\$	1,643	\$ 1,861	\$ 2,014	\$ 2,035	\$ 2,095	\$ 2,160
Grades 7-8	\$	1,692	\$ 1,916	\$ 2,073	\$ 2,096	\$ 2,157	\$ 2,223
Grades 9-12	\$	2,011	\$ 2,278	\$ 2,465	\$ 2,492	\$ 2,565	\$ 2,644
<b>Actual - 1.00 ADA, Local UPP as follows:</b>							
		95.18%	89.93%	83.97%	82.86%	82.39%	82.69%
Grades TK-3	\$	1,701	\$ 1,820	\$ 1,839	\$ 1,834	\$ 1,877	\$ 1,942
Grades 4-6	\$	1,564	\$ 1,673	\$ 1,691	\$ 1,687	\$ 1,726	\$ 1,786
Grades 7-8	\$	1,610	\$ 1,723	\$ 1,741	\$ 1,736	\$ 1,777	\$ 1,839
Grades 9-12	\$	1,914	\$ 2,049	\$ 2,070	\$ 2,065	\$ 2,113	\$ 2,186
<b>Concentration Grant (&gt;55% population)</b>							
		65%	65%	65%	65%	65%	65%
<b>Maximum - 1.00 ADA, 100% UPP</b>							
Grades TK-3	\$	5,808	\$ 6,577	\$ 7,118	\$ 7,194	\$ 7,405	\$ 7,633
Grades 4-6	\$	5,340	\$ 6,048	\$ 6,545	\$ 6,615	\$ 6,809	\$ 7,019
Grades 7-8	\$	5,498	\$ 6,227	\$ 6,739	\$ 6,811	\$ 7,010	\$ 7,226
Grades 9-12	\$	6,537	\$ 7,404	\$ 8,013	\$ 8,099	\$ 8,336	\$ 8,593
<b>Actual - 1.00 ADA, Local UPP &gt;55% as follows:</b>							
		40.1800%	34.9300%	28.9700%	27.8600%	27.3900%	27.6900%
Grades TK-3	\$	2,334	\$ 2,297	\$ 2,062	\$ 2,004	\$ 2,028	\$ 2,114
Grades 4-6	\$	2,146	\$ 2,112	\$ 1,896	\$ 1,843	\$ 1,865	\$ 1,943
Grades 7-8	\$	2,209	\$ 2,175	\$ 1,952	\$ 1,897	\$ 1,920	\$ 2,001
Grades 9-12	\$	2,627	\$ 2,586	\$ 2,321	\$ 2,256	\$ 2,283	\$ 2,379

**Vallecitos Elementary (68437) - 23-24 Estimated Actuals / 24-25 Adopted Budget**

**IN-LIEU PROPERTY TAX TRANSFER**

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA

- 1. Property Taxes per ADA
- 2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.

- 1. Property taxes per ADA x District of Residence ADA
- 2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Local Property Taxes (w/out RDA)	\$ 990,878	\$ 1,079,420	\$ 1,136,326	\$ 1,107,655	\$ 1,107,655	\$ 1,107,655	\$ -	\$ -
District LCFF ADA	186.15	180.74	176.90	176.00	178.00	180.00	180.00	119.33
Total Charter LCFF ADA	-	-	-	-	-	-	-	-
Total LCFF ADA	186.15	180.74	176.90	176.00	178.00	180.00	180.00	119.33
Property Taxes per ADA	\$ 5,323.01	\$ 5,972.23	\$ 6,423.55	\$ 6,293.49	\$ 6,222.78	\$ 6,153.64	\$ -	\$ -
Funding Method:								
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF Funding per ADA	-	-	-	-	-	-	-	-
Alternative Calculation	-	-	-	-	-	-	-	-
Certified In-Lieu Taxes	-	-	-	-	-	-	-	-
<b>In-Lieu of Property Tax Transfer Total</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

Prior Year Basic Aid Status Non-Basic Aid Non-Basic Aid Non-Basic Aid Non-Basic Aid Non-Basic Aid Non-Basic Aid Non-Basic Aid Non-Basic Aid

0	N/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	ADA	-	-	-	-	-	-	-
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0	N/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	ADA	-	-	-	-	-	-	-
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0	N/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	ADA	-	-	-	-	-	-	-
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0	N/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	ADA	-	-	-	-	-	-	-
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0	N/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	ADA	-	-	-	-	-	-	-

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>0 N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>0 N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>0 N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>0 N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>0 N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>0 N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>0 N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>0 N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 N/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 N/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 N/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 N/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 N/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 N/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 N/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 N/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
0 N/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 N/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 N/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 N/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 N/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 N/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 N/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 N/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 N/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 <b>N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 <b>N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 <b>N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 <b>N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 <b>N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 <b>N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 <b>N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 <b>N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0 <b>N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>0 N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>0 N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>0 N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>0 N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>0 N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>0 N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>0 N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>0 N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -



**Vallecitos Elementary (68437) - 23-24 Estimated Actuals / 24-25 Adopted Budget**

**Charts and Graphs**

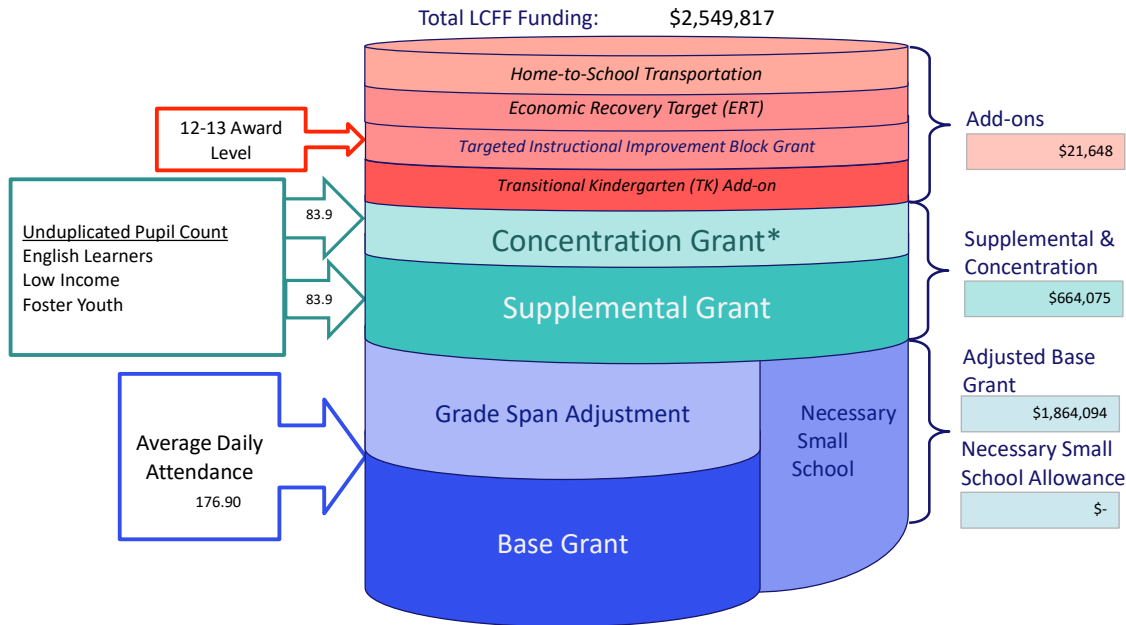
Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). **The Graphs tab remains unprotected to allow editing for local standards.**

2023-24

Change the fiscal year here to update all of the charts and graphics on this page that only display one fiscal year.

**Components of LCFF Entitlement**

	2023-24	
Base Grant	\$ 1,780,781	176.90 ADA
Grade Span Adjustment	\$ 83,313	\$ 1,864,094 Adjusted Base Grant
Supplemental Grant	\$ 313,056 83.97%	
Concentration Grant	\$ 351,019 83.97%	\$ 664,075 Supplemental & Concentration
Allowance: Necessary Small School	\$ -	\$ - Allowance
Add-on: Targeted Instructional Improvement Block Grant	\$ 5,515	
Add-on: Home-to-School Transportation	\$ -	
Add-on: Small School District Bus Replacement Program	\$ -	\$ 21,648 Add-ons
Add-on Economic Recovery Target	\$ -	
Add-on: Transitional Kindergarten	\$ 16,133	
<b>Total</b>	<b>\$ 2,549,817</b>	<b>\$ 2,549,817</b>



\*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

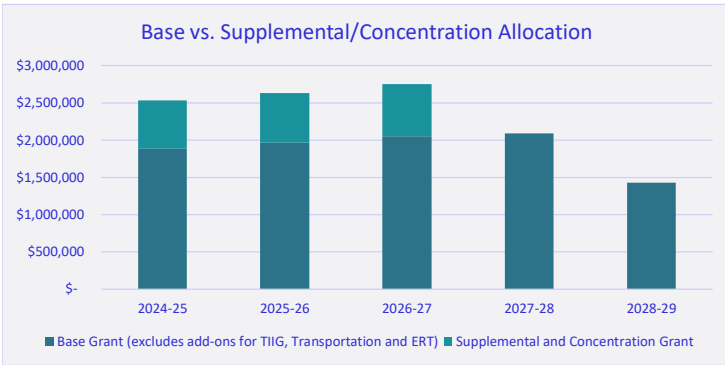
Vallecitos Elementary (68437) - 23-24 Estimated Actuals / 24-25 Adopted Budget

Charts and Graphs

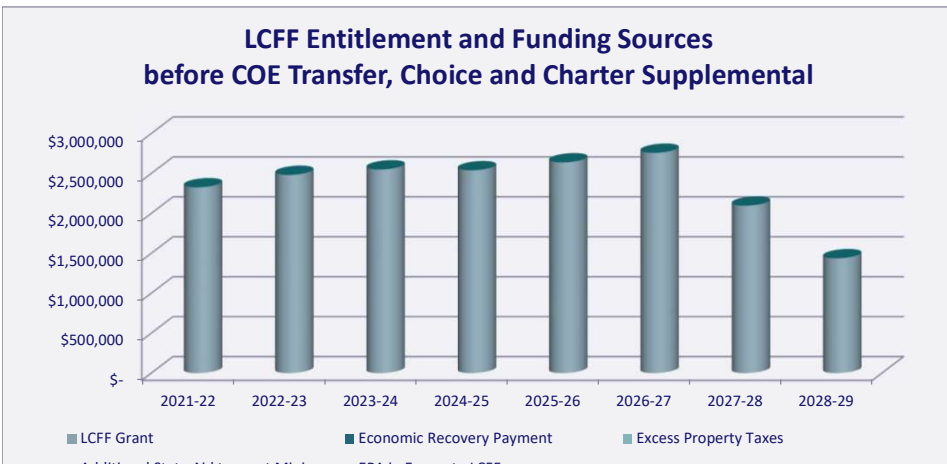
**Vallecitos Elementary (68437) - 23-24 Estimated Actuals / 24-25 Adopted Budget**

**Charts and Graphs**

Minimum Proportionality Analysis					
	2024-25	2025-26	2026-27	2027-28	2028-29
Base Grant (excludes add-ons for TIIG, Transportation and ERT)	\$ 1,886,824	\$ 1,967,109	\$ 2,053,530	\$ 2,090,960	\$ 1,431,778
Supplemental and Concentration Grant	646,901	665,670	699,068	-	-
<b>Total</b>	<b>\$ 2,539,240</b>	<b>\$ 2,638,294</b>	<b>\$ 2,758,113</b>	<b>\$ 2,096,475</b>	<b>\$ 1,437,293</b>



Funding Sources									
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
Excess Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Additional State Aid to meet Minimum	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA in Excess to LCFF	\$ -	\$ -	\$ -	\$ 0	\$ 0	\$ 0	\$ -	\$ -	\$ -
Economic Recovery Payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF Grant	\$ 2,325,743	\$ 2,481,456	\$ 2,549,817	\$ 2,539,240	\$ 2,638,294	\$ 2,758,113	\$ 2,096,475	\$ 1,437,293	
<b>Total General Purpose Funding</b>	<b>\$ 2,325,743</b>	<b>\$ 2,481,456</b>	<b>\$ 2,549,817</b>	<b>\$ 2,539,240</b>	<b>\$ 2,638,294</b>	<b>\$ 2,758,113</b>	<b>\$ 2,096,475</b>	<b>\$ 1,437,293</b>	

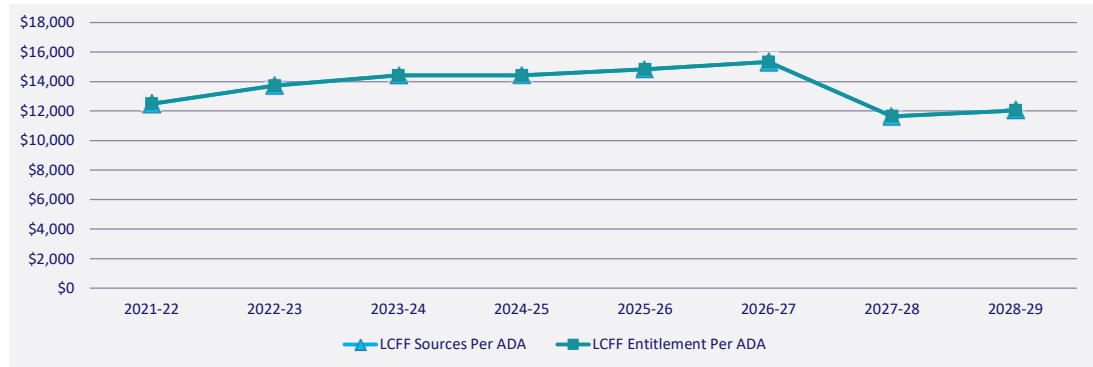


**Vallecitos Elementary (68437) - 23-24 Estimated Actuals / 24-25 Adopted Budget**

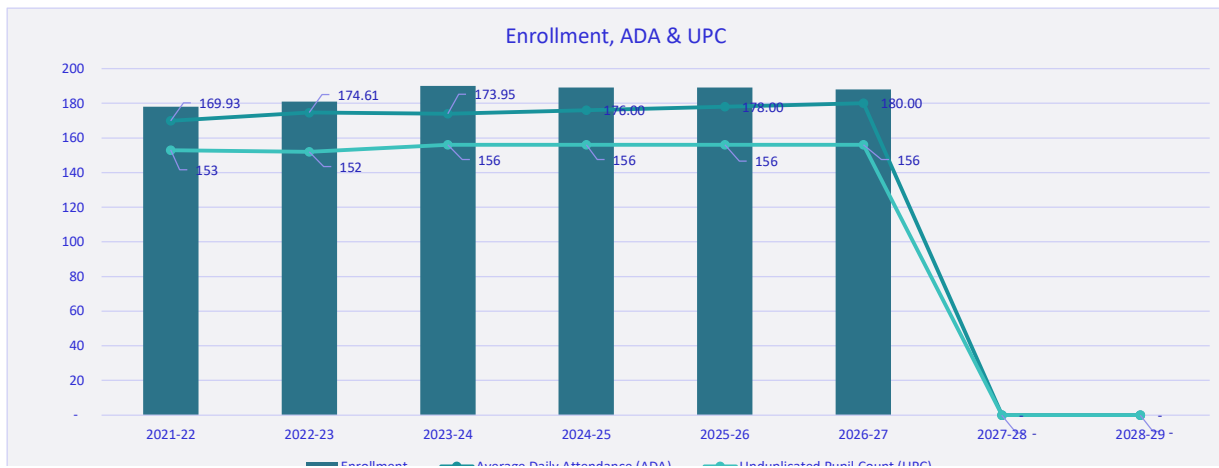
**Charts and Graphs**

■ Additional State Aid to meet Minimum ■ EPA in Excess to LCFF

LCFF Entitlement per ADA									
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
Funded ADA (LCFF & NSS)	186.15	180.74	176.90	176.00	178.00	180.00	180.00	180.00	119.33
LCFF Sources per ADA, including NSS	\$ 12,493.92	\$ 13,729.42	\$ 14,413.89	\$ 14,427.50	\$ 14,821.88	\$ 15,322.85	\$ 11,647.08	\$ 12,044.69	
Net Dollar Change per ADA		\$ 1,235.50	\$ 684.47	\$ 13.61	\$ 394.38	\$ 500.97	\$ (3,675.77)	\$ 397.61	
Net Percent Change		9.89%	4.99%	0.09%	2.73%	3.38%	-23.99%	3.41%	
Estimated LCFF Entitlement per ADA (excludes minimum state aid)	\$ 12,493.92	\$ 13,729.42	\$ 14,413.89	\$ 14,427.50	\$ 14,821.88	\$ 15,322.85	\$ 11,647.08	\$ 12,044.69	
Net Change per ADA		\$ 1,235.50	\$ 684.47	\$ 13.61	\$ 394.38	\$ 500.97	\$ (3,675.77)	\$ 397.61	
Net Percent Change		9.89%	4.99%	0.09%	2.73%	3.38%	-23.99%	3.41%	



Student Summary, excluding COE									
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
Enrollment	178	181	190	189	189	188	-	-	
Unduplicated Pupil Count (UPC)	153	152	156	156	156	156	-	-	
Average Daily Attendance (ADA)	169.93	174.61	173.95	176.00	178.00	180.00	-	-	



Vallecitos Elementary (68437) - 23-24 Estimated Actuals / 24-25 Adopted Budget

Charts and Graphs

■ Enrollment   ■ Average Daily Attendance (ADA)   ■ Unduplicated Pupil Count (UPC)

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)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	2,539,240.00	3.90%	2,638,294.00	4.54%	2,758,113.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	42,096.00	0.84%	42,450.00	0.83%	42,804.00
4. Other Local Revenues	8600-8799	82,339.26	-0.12%	82,239.00	-0.12%	82,139.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	100,000.00	190.00%	290,000.00
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(388,337.00)	9.41%	(424,897.00)	2.07%	(433,681.00)
6. Total (Sum lines A1 thru A5c)		2,275,338.26	7.15%	2,438,086.00	12.36%	2,739,375.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				1,103,812.44		1,131,323.00
b. Step & Column Adjustment				27,510.00		29,655.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				.56		64,643.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,103,812.44	2.49%	1,131,323.00	8.34%	1,225,621.00
2. Classified Salaries						
a. Base Salaries				498,952.67		513,921.00
b. Step & Column Adjustment				14,969.00		14,676.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(.67)		(24,726.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	498,952.67	3.00%	513,921.00	-1.96%	503,871.00
3. Employee Benefits	3000-3999	623,106.86	0.46%	625,951.00	4.64%	655,003.00
4. Books and Supplies	4000-4999	70,672.12	4.75%	74,026.00	1.83%	75,380.00
5. Services and Other Operating Expenditures	5000-5999	297,479.88	-0.34%	296,480.00	0.00%	296,480.00
6. Capital Outlay	6000-6999	0.00	0.00%	6,000.00	0.00%	6,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(43,130.00)	-7.12%	(40,061.00)	-14.95%	(34,070.00)
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)		2,550,893.97	2.22%	2,607,640.00	4.63%	2,728,285.00

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)		(275,555.71)		(169,554.00)		11,090.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		667,409.19		391,853.48		222,299.48
2. Ending Fund Balance (Sum lines C and D1)		391,853.48		222,299.48		233,389.48
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		222,299.48		233,389.48
2. Unassigned/Unappropriated 9790		391,853.48		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		391,853.48		222,299.48		233,389.48
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements 9750		0.00		0.00		0.00
b. Reserve for Economic Uncertainties 9789		0.00		222,299.48		233,389.48
c. Unassigned/Unappropriated 9790		391,853.48		0.00		0.00
(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		558,772.28		0.00		0.00
c. Unassigned/Unappropriated 9790				0.00		
3. Total Available Reserves (Sum lines E1a thru E2c)		950,625.76		222,299.48		233,389.48
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.						
Rounding Adjustments / Move Counselor in from restricted resource 6332 in year three.						

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)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	13,810.00	0.00%	13,810.00	0.00%	13,810.00
2. Federal Revenues	8100-8299	127,021.00	0.00%	127,021.00	0.00%	127,021.00
3. Other State Revenues	8300-8599	506,973.00	0.03%	507,117.00	0.03%	507,261.00
4. Other Local Revenues	8600-8799	285,837.66	0.00%	285,838.00	0.00%	285,838.00
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	388,337.00	9.41%	424,897.00	2.07%	433,681.00
6. Total (Sum lines A1 thru A5c)		1,321,978.66	2.78%	1,358,683.00	0.66%	1,367,611.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				352,731.69		352,761.00
b. Step & Column Adjustment				6,111.00		5,721.00
c. Cost-of-Living Adjustment				0.00		
d. Other Adjustments				(6,081.69)		(64,643.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	352,731.69	0.01%	352,761.00	-16.70%	293,839.00
2. Classified Salaries						
a. Base Salaries				115,772.06		124,107.00
b. Step & Column Adjustment				2,254.00		2,322.00
c. Cost-of-Living Adjustment				0.00		
d. Other Adjustments				6,080.94		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	115,772.06	7.20%	124,107.00	1.87%	126,429.00
3. Employee Benefits	3000-3999	267,093.82	0.26%	267,776.00	-27.20%	194,933.00
4. Books and Supplies	4000-4999	247,335.27	-25.15%	185,134.00	-35.33%	119,725.00
5. Services and Other Operating Expenditures	5000-5999	752,560.64	-5.45%	711,515.00	-1.39%	701,659.00
6. Capital Outlay	6000-6999	10,000.00	562.58%	66,258.00	-77.36%	15,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	43,130.00	-7.12%	40,061.00	-14.95%	34,070.00
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)		1,788,623.48	-2.29%	1,747,612.00	-14.99%	1,485,655.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)</b>						
		(466,644.82)		(388,929.00)		(118,044.00)



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)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,294,553.81		827,908.99		438,979.99
2. Ending Fund Balance (Sum lines C and D1)		827,908.99		438,979.99		320,935.99
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	827,908.99		438,979.99		320,935.99
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)		827,908.99		438,979.99		320,935.99
<b>E. AVAILABLE RESERVES</b>						
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)						
<b>F. ASSUMPTIONS</b>						
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.						
Move counselor to unrestricted resource / trade certificated costs for classified costs in title III.						

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)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	2,553,050.00	3.88%	2,652,104.00	4.52%	2,771,923.00
2. Federal Revenues	8100-8299	127,021.00	0.00%	127,021.00	0.00%	127,021.00
3. Other State Revenues	8300-8599	549,069.00	0.09%	549,567.00	0.09%	550,065.00
4. Other Local Revenues	8600-8799	368,176.92	-0.03%	368,077.00	-0.03%	367,977.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	100,000.00	190.00%	290,000.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		3,597,316.92	5.54%	3,796,769.00	8.17%	4,106,986.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				1,456,544.13		1,484,084.00
b. Step & Column Adjustment				33,621.00		35,376.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(6,081.13)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,456,544.13	1.89%	1,484,084.00	2.38%	1,519,460.00
2. Classified Salaries						
a. Base Salaries				614,724.73		638,028.00
b. Step & Column Adjustment				17,223.00		16,998.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				6,080.27		(24,726.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	614,724.73	3.79%	638,028.00	-1.21%	630,300.00
3. Employee Benefits	3000-3999	890,200.68	0.40%	893,727.00	-4.90%	849,936.00
4. Books and Supplies	4000-4999	318,007.39	-18.51%	259,160.00	-24.72%	195,105.00
5. Services and Other Operating Expenditures	5000-5999	1,050,040.52	-4.00%	1,007,995.00	-0.98%	998,139.00
6. Capital Outlay	6000-6999	10,000.00	622.58%	72,258.00	-70.94%	21,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	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)		4,339,517.45	0.36%	4,355,252.00	-3.24%	4,213,940.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)</b>						
		(742,200.53)		(558,483.00)		(106,954.00)

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)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,961,963.00		1,219,762.47		661,279.47
2. Ending Fund Balance (Sum lines C and D1)		1,219,762.47		661,279.47		554,325.47
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	827,908.99		438,979.99		320,935.99
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		222,299.48		233,389.48
2. Unassigned/Unappropriated	9790	391,853.48		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,219,762.47		661,279.47		554,325.47
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		222,299.48		233,389.48
c. Unassigned/Unappropriated	9790	391,853.48		0.00		0.00
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	558,772.28		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)		950,625.76		222,299.48		233,389.48
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		21.91%		5.10%		5.54%
<b>F. RECOMMENDED RESERVES</b>						
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?	No					

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s): _____						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00		0.00		0.00
2. District ADA  Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		176.00		178.00		180.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)						
		4,339,517.45		4,355,252.00		4,213,940.00
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)						
		4,339,517.45		4,355,252.00		4,213,940.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)						
		5.00%		5.00%		5.00%
e. Reserve Standard - By Percent (Line F3c times F3d)						
		216,975.87		217,762.60		210,697.00
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)						
		216,975.87		217,762.60		210,697.00
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)						
		YES		YES		YES

**VALLECITOS ELEMENTARY**

**2023-24 CASHFLOW**

UPDATE DATE	ACTUALS TO MONTH OF:	LEAD	BUSINESS UNIT	BUSINESS ADVISOR
5/16/2024	APRIL	68437	03700	L. Wigg

District's authorizing signature \_\_\_\_\_

		MONTH												TOTAL	2023-2024 Est	July Accrual	August Accrual	Other Months	Fiscal Year	
		JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	July - June 30th	Actuals	ACCRUALS FY 2023-24			2023-24 Total	
<b>LCFF SOURCES</b>		<b>BEGINNING BALANCE:</b>																		
1.7	A	Multiple	\$ 1,690,589	\$ 2,031,332	\$ 2,150,207	\$ 2,223,823	\$ 2,381,416	\$ 2,159,119	\$ 2,251,831	\$ 2,328,231	\$ 2,138,699	\$ 1,917,160	\$ 2,086,414	\$ 1,698,000	\$ -	\$ -	\$ -	\$ -	\$ -	
		<b>TOTAL LCFF SOURCES</b>	\$ 226,704	\$ 237,274	\$ 262,563	\$ 236,265	\$ 45,430	\$ 393,979	\$ 271,834	\$ 107,936	\$ 80,898	\$ 463,811	\$ 93,084	\$ 115,179	\$ 2,534,956	\$ 2,534,956	\$ -	\$ -	\$ -	\$ 2,534,956
<b>FEDERAL REVENUE</b>																				
8100	-8299	TOTAL FEDERAL REVENUE	\$ -	\$ 39,583	\$ -	\$ 5,000	\$ -	\$ -	\$ 154,123	\$ 2,456	\$ -	\$ 16,037	\$ 1,497	\$ 11,185	\$ 229,881	\$ 229,881	\$ -	\$ -	\$ 0	\$ 229,881
<b>OTHER STATE REVENUE</b>																				
8300	-8599	TOTAL OTHER STATE REVENUE	\$ 181,592	\$ 56,984	\$ 56,984	\$ 334,544	\$ (118,037)	\$ -	\$ 44,667	\$ 23,107	\$ 37,610	\$ 19,073	\$ 22,805	\$ (102,308)	\$ 557,020	\$ 557,020	\$ -	\$ -	\$ 0	\$ 557,020
<b>OTHER LOCAL REVENUE</b>																				
8600	-8799	TOTAL OTHER LOCAL REVENUE	\$ 7,461	\$ 7,403	\$ 13,190	\$ 28,297	\$ 13,790	\$ 25,956	\$ 45,072	\$ 13,725	\$ 27,223	\$ 13,819	\$ 160,059	\$ 216,846	\$ 572,842	\$ 572,842	\$ -	\$ -	\$ 0	\$ 572,842
<b>OTHER FINANCING SOURCES</b>																				
8900	-8998	TOTAL OTHER FINANCING SOURCES	\$ 291,353	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 291,353	\$ 291,353	\$ -	\$ -	\$ -	\$ 291,353
8000	-8998	<b>TOTAL REVENUE</b>	\$ 707,111	\$ 341,244	\$ 332,737	\$ 604,105	\$ (68,817)	\$ 419,935	\$ 515,695	\$ 147,224	\$ 145,731	\$ 512,740	\$ 277,445	\$ 240,901	\$ 4,189,052	\$ 4,186,052	\$ -	\$ -	\$ 1	\$ 4,186,052
<b>SALARIES &amp; BENEFITS</b>																				
6.1	A	1000-1999	\$ 20,807	\$ 25,729	\$ 136,088	\$ 142,278	\$ 142,046	\$ 138,260	\$ 142,829	\$ 142,113	\$ 148,388	\$ 176,905	\$ 156,117	\$ 199,397	\$ 1,570,957	\$ 1,570,957	\$ -	\$ -	\$ -	\$ 1,570,957
6.2	A	2000-2999	\$ 50,292	\$ 39,185	\$ 50,139	\$ 55,035	\$ 52,721	\$ 52,629	\$ 51,416	\$ 53,577	\$ 54,534	\$ 52,351	\$ 57,534	\$ 62,352	\$ 631,763	\$ 631,763	\$ 0	\$ -	\$ -	\$ 631,763
6.3	A	3000-3999	\$ 35,415	\$ 16,844	\$ 72,255	\$ 79,991	\$ 72,443	\$ 77,747	\$ 82,854	\$ 79,569	\$ 83,306	\$ 83,953	\$ 154,042	\$ 167,221	\$ 1,005,640	\$ 1,005,640	\$ -	\$ -	\$ -	\$ 1,005,640
1000	-3999	<b>TOTAL SALARIES &amp; BENEFITS</b>	\$ 106,513	\$ 81,758	\$ 258,481	\$ 277,303	\$ 267,210	\$ 266,635	\$ 277,099	\$ 275,259	\$ 286,227	\$ 313,210	\$ 367,693	\$ 428,970	\$ 3,208,360	\$ 3,210,026	\$ 0	\$ -	\$ -	\$ 3,208,360
<b>OTHER EXPENDITURES</b>																				
7.1	A	4000-4999	\$ 28,381	\$ 16,761	\$ 32,996	\$ 8,672	\$ 10,386	\$ 7,604	\$ 9,162	\$ 4,996	\$ 13,283	\$ 8,565	\$ 54,013	\$ 69,504	\$ 264,322	\$ 264,322	\$ -	\$ -	\$ -	\$ 264,322
7.2	A	5500-5599	\$ 8,525	\$ 17,490	\$ 12,378	\$ 9,672	\$ 9,091	\$ 2,561	\$ 12,228	\$ 3,172	\$ 5,386	\$ 9,608	\$ 41,239	\$ 35,401	\$ 166,751	\$ 166,751	\$ -	\$ -	\$ -	\$ 166,751
7.3	A	5000-5999	\$ 48,779	\$ 32,416	\$ 19,868	\$ 104,469	\$ 30,369	\$ 97,657	\$ 82,700	\$ 63,541	\$ 62,724	\$ 52,730	\$ 202,914	\$ 197,986	\$ 996,154	\$ 996,154	\$ -	\$ -	\$ -	\$ 996,154
7.4	A	6000-6999	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,613	\$ -	\$ -	\$ 159,097	\$ 164,710	\$ 164,710	\$ -	\$ -	\$ -	\$ 164,710	
4000	-7998	<b>TOTAL OTHER EXPENDITURES</b>	\$ 85,685	\$ 66,667	\$ 65,242	\$ 122,813	\$ 49,846	\$ 107,822	\$ 104,089	\$ 77,322	\$ 81,393	\$ 70,903	\$ 298,166	\$ 461,988	\$ 1,591,937	\$ 1,580,424	\$ -	\$ -	\$ -	\$ 1,591,937
1000	-7998	<b>TOTAL EXPENDITURES</b>	\$ 192,198	\$ 148,425	\$ 323,724	\$ 400,117	\$ 317,056	\$ 376,458	\$ 381,188	\$ 352,581	\$ 367,620	\$ 384,112	\$ 665,859	\$ 890,958	\$ 4,800,298	\$ 4,790,450	\$ 0	\$ -	\$ -	\$ 4,800,298

		Beginning Bal												Ending Balance			
8.1	NP	9111-9199	Other Cash Equivalents	\$ 30,187	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,187
8.2	NP	9200-9299	Receivables	\$ (1,286,038)	\$ -	\$ -	\$ 26,017	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (1,260,021)
8.3	NP	9300-9319	Temporary Loans / Due From	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
8.4	NP	9320-9499	Other Assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
9111	-9499	<b>TOTAL ASSETS (excluding cash 9110)</b>	\$ (1,255,851)	\$ -	\$ -	\$ 26,017	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (1,229,834)	
		Beginning Bal												Ending Balance			
9.1	NP	9500-9599	Payables	\$ 327,288	\$ (31,752)	\$ (54,356)	\$ 31,231	\$ (18,176)	\$ (14,518)	\$ (951)	\$ 37,787	\$ (37,238)	\$ (346)	\$ 8,508	\$ -	\$ 247,478	
9.2	NP	9650-9659	Unearned Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
9.3	NP	9690-9699	Deferred Inflows or Liabilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
9500	-9699	<b>TOTAL CURRENT LIABILITIES</b>	\$ 327,288	\$ (31,752)	\$ (54,356)	\$ 31,231	\$ (18,176)	\$ (14,518)	\$ (951)	\$ 37,787	\$ (37,238)	\$ (346)	\$ 8,508	\$ -	\$ 247,478		
		Beginning Bal												Ending Balance			
10.1	NP	9793	Audit Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
10.2	NP	9795	Other Restatements	\$ -	\$ -	\$ -	\$ (51,145)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (51,145)	
10.3	NP	7999	Expense Suspense	\$ (1,226)	\$ (23,825)	\$ (15,537)	\$ 42,586	\$ (5,843)	\$ (731)	\$ 4,576	\$ (4,179)	\$ (1,917)	\$ (2,600)	\$ -	\$ (8,695)		
10.4	NP	8899	Revenue Suspense	\$ (114,898)	\$ 10,220	\$ 24,844	\$ (44,774)	\$ 173,838	\$ 51,354	\$ (100,584)	\$ 56,645	\$ 1,204	\$ 31,223	\$ -	\$ 89,072		
10.5	NP	9910	Payroll Suspense	\$ (26,294)	\$ (5,982)	\$ 24,065	\$ 895	\$ 98	\$ (436)	\$ 114	\$ 597	\$ 1,409	\$ 3,495	\$ -	\$ (2,039)		
10.6	NP	Multiple	Treasury Accumulating	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
9111	-9499	<b>TOTAL OTHER ACTIVITY</b>	\$ (142,419)	\$ (19,587)	\$ 33,372	\$ (52,438)	\$ 168,094	\$ 50,187	\$ (95,894)	\$ 53,063	\$ 696	\$ 32,118	\$ -	\$ -	\$ 27,193		

<b>ENDING BALANCE SUBTOTAL Prior to Borrowing</b>	\$ 2,029,533	\$ 2,148,408	\$ 2,222,024	\$ 2,381,416	\$ 2,159,119	\$ 2,250,032	\$ 2,326,433	\$ 2,136,901	\$ 1,915,362	\$ 2,084,616	\$ 1,696,201	\$ 1,046,145	\$ 122,381
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		Beginning Bal												Ending Balance	
11.1	M	9640	TRAN / TTF Principal Amounts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
11.2	M	8660	TRAN / TTF Premium	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
11.3	M	5800	TRAN / TTF Insurance Cost & Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
11.4	M	913589640	TRAN / TTF Repayment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
11.5	M	9600-9619	Temporary Loans / Due From	\$ 1,799	\$ -	\$ -	\$ (1,799)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
11.6	M	9629-9649	Other Liabilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
9600	-9649	<b>TOTAL BORROWING ACTIVITY</b>	\$ 1,799	\$ -	\$ -	\$ (1,799)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

<b>TOTAL BEGINNING BALANCES (Excluding 9110) Prior Year Transactions</b>	\$ (926,764)													\$ (926,764)
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<b>ENDING CASH BALANCE 9110</b>	\$ 2,031,332	\$ 2,150,207	\$ 2,223,823	\$ 2,381,416	\$ 2,159,119	\$ 2,251,831	\$ 2,328,231	\$ 2,138,699	\$ 1,917,160	\$ 2,086,414	\$ 1,698,000	\$ 1,047,943	\$ 1,050,944
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VALLECITOS ELEMENTARY

2024-25 CASHFLOW

UPDATE DATE	ACTUALS END BAL TO MONTH OF:	LEAID	BUSINESS UNIT	BUSINESS ADVISOR
4/16/2024	APRIL 2023-24	68437	03700	L. Wigg

District's authorizing signature \_\_\_\_\_

		MONTH												TOTAL	24-25 Projection	July Accrual	August Accrual	Other Months	Fiscal Year 2024-25 Total
		JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	July - June 30th					
CHART		BEGINNING BALANCE															ACCRUALS FY 2024-25		
<b>LCFF SOURCES</b>																			
8000-8099	TOTAL LCFF SOURCES	\$ 204,935	\$ 223,101	\$ 227,291	\$ 216,344	\$ 46,762	\$ 413,127	\$ 249,451	\$ 111,119	\$ 137,371	\$ 368,317	\$ 210,808	\$ 144,423	\$ 2,553,050	\$ 2,553,050	\$ -	\$ -	\$ -	\$ 2,553,050
<b>FEDERAL REVENUE</b>																			
8100-8299	TOTAL FEDERAL REVENUE	\$ -	\$ -	\$ 23,081	\$ 13,250	\$ -	\$ 20,830	\$ 9,955	\$ 16,104	\$ 10,940	\$ 3,528	\$ 11,281	\$ 18,051	\$ 127,021	\$ 127,021	\$ -	\$ -	\$ 0	\$ 127,021
<b>OTHER STATE REVENUE</b>																			
8300-8599	TOTAL OTHER STATE REVENUE	\$ 55,371	\$ 55,371	\$ 55,371	\$ 56,053	\$ 6,479	\$ 10,834	\$ 45,081	\$ 35,818	\$ 35,818	\$ 38,805	\$ 36,329	\$ 117,737	\$ 549,069	\$ 549,069	\$ -	\$ -	\$ -	\$ 549,069
<b>OTHER LOCAL REVENUE</b>																			
8600-8799	TOTAL OTHER LOCAL REVENUE	\$ 27,602	\$ 21,170	\$ 21,099	\$ 31,038	\$ 905	\$ 7,223	\$ 11,760	\$ 10,958	\$ 10,794	\$ 60,693	\$ 61,804	\$ 103,131	\$ 368,177	\$ 368,177	\$ -	\$ -	\$ -	\$ 368,177
<b>OTHER FINANCING SOURCES</b>																			
8900-8998	TOTAL OTHER FINANCING SOURCES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8000-8998	<b>TOTAL REVENUE</b>	\$ 287,909	\$ 299,642	\$ 326,842	\$ 316,686	\$ 54,146	\$ 452,013	\$ 316,248	\$ 173,999	\$ 194,923	\$ 471,343	\$ 320,222	\$ 383,343	\$ 3,597,317	\$ 3,597,317	\$ -	\$ -	\$ 0	\$ 3,597,316
<b>SALARIES &amp; BENEFITS</b>																			
6.1 A	1000-1999 : Certificated	\$ 15,730	\$ 18,770	\$ 128,741	\$ 129,964	\$ 139,609	\$ 139,609	\$ 139,609	\$ 139,609	\$ 139,609	\$ 139,609	\$ 139,609	\$ 186,076	\$ 1,456,544	\$ 1,456,544	\$ 0	\$ -	\$ -	\$ 1,456,544
6.2 A	2000-2999 : Classified	\$ 10,215	\$ 12,658	\$ 51,049	\$ 51,593	\$ 47,321	\$ 46,958	\$ 47,219	\$ 49,804	\$ 50,491	\$ 55,807	\$ 107,000	\$ 84,609	\$ 614,724	\$ 614,724	\$ 0	\$ -	\$ -	\$ 614,724
6.3 A	3000-3999 : Benefits	\$ 29,436	\$ 39,998	\$ 39,978	\$ 75,150	\$ 75,150	\$ 75,150	\$ 76,286	\$ 89,481	\$ 89,566	\$ 93,790	\$ 96,708	\$ 109,507	\$ 890,200	\$ 890,200	\$ -	\$ -	\$ -	\$ 890,200
1000-3999	<b>TOTAL SALARIES &amp; BENEFITS</b>	\$ 55,381	\$ 71,426	\$ 219,768	\$ 256,707	\$ 262,080	\$ 261,717	\$ 263,114	\$ 278,894	\$ 279,666	\$ 289,206	\$ 343,317	\$ 380,192	\$ 2,961,467	\$ 2,961,468	\$ 1	\$ -	\$ -	\$ 2,961,468
<b>OTHER EXPENDITURES</b>																			
7.1 A	4000-4999 : Supplies	\$ 45,402	\$ 68,471	\$ 46,637	\$ 34,569	\$ 23,433	\$ 22,071	\$ 32,975	\$ 12,071	\$ 1,580	\$ 11,000	\$ 8,506	\$ 11,291	\$ 318,007	\$ 318,007	\$ 0	\$ -	\$ -	\$ 318,007
7.2 A	5000-5999 : Utilities	\$ 11,347	\$ 15,783	\$ 11,296	\$ 12,500	\$ 12,602	\$ 14,230	\$ 16,803	\$ 13,787	\$ 3,716	\$ 10,054	\$ 17,033	\$ 12,829	\$ 151,980	\$ 151,980	\$ -	\$ -	\$ -	\$ 151,980
7.3 A	5000-5999 : Other Services (Excl. Utilities)	\$ 56,109	\$ 82,731	\$ 50,745	\$ 128,457	\$ 58,159	\$ 68,753	\$ 81,888	\$ 56,540	\$ 38,844	\$ 85,468	\$ 102,118	\$ 88,247	\$ 898,060	\$ 898,060	\$ 0	\$ -	\$ -	\$ 898,060
7.4 A	6000-6999 : Capital	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
4000-7998	<b>TOTAL OTHER EXPENDITURES</b>	\$ 112,858	\$ 166,986	\$ 108,678	\$ 175,526	\$ 94,194	\$ 105,054	\$ 141,667	\$ 82,398	\$ 44,140	\$ 106,522	\$ 127,658	\$ 112,367	\$ 1,378,047	\$ 1,384,271	\$ 0	\$ -	\$ -	\$ 1,378,047
1000-7998	<b>TOTAL EXPENDITURES</b>	\$ 168,239	\$ 238,411	\$ 328,446	\$ 432,233	\$ 356,274	\$ 366,772	\$ 404,781	\$ 361,292	\$ 323,806	\$ 395,728	\$ 470,975	\$ 492,559	\$ 4,339,515	\$ 4,345,739	\$ 1	\$ -	\$ -	\$ 4,339,515
<b>ASSETS</b>		<i>Beginning Bal</i>													<i>Ending Balance</i>				
8.1 NP	9111-9199 : Other Cash Equivalents	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8.2 NP	9200-9299 : Receivables	\$ -	\$ -	\$ (27,775)	\$ -	\$ -	\$ 27,775	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8.3 NP	9300-9319 : Temporary Loans / Due From	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8.4 NP	9320-9499 : Other Assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9111-9499	<b>TOTAL ASSETS (excluding cash 9110)</b>	\$ -	\$ -	\$ (27,775)	\$ -	\$ -	\$ 27,775	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>LIABILITIES &amp; DEFERRED INFLOWS</b>		<i>Beginning Bal</i>													<i>Ending Balance</i>				
9.1 NP	9500-9599 : Payables	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9.2 NP	9650-9659 : Unearned Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9500-9699	<b>TOTAL CURRENT LIABILITIES</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>OTHER ACTIVITY</b>		<i>Beginning Bal</i>													<i>Ending Balance</i>				
10.1 NP	9793 : Audit Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
10.2 NP	9795 : Other Restatements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
10.3 NP	7999 : Expense Suspense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
10.4 NP	8999 : Revenue Suspense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
10.5 NP	9910 : Payroll Suspense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
10.6 NP	Multiple : Treasury Reconciling Items	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9111-9499	<b>TOTAL OTHER ACTIVITY</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>ENDING BALANCE SUBTOTAL</b>																			
Prior to Borrowing		\$ 1,170,614	\$ 1,231,845	\$ 1,202,466	\$ 1,086,919	\$ 784,791	\$ 897,808	\$ 809,275	\$ 621,982	\$ 493,099	\$ 568,714	\$ 417,962	\$ 308,746	\$ 308,747					

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)	
<b>A. REVENUES</b>									
1) LCFF Sources		8010-8099	2,521,145.93	13,810.00	2,534,955.93	2,539,240.00	13,810.00	2,553,050.00	0.7%
2) Federal Revenue		8100-8299	0.00	229,881.30	229,881.30	0.00	127,021.00	127,021.00	-44.7%
3) Other State Revenue		8300-8599	41,733.00	515,287.40	557,020.40	42,096.00	506,973.00	549,069.00	-1.4%
4) Other Local Revenue		8600-8799	82,589.26	490,252.75	572,842.01	82,339.26	285,837.66	368,176.92	-35.7%
5) TOTAL, REVENUES			2,645,468.19	1,249,231.45	3,894,699.64	2,663,675.26	933,641.66	3,597,316.92	-7.6%
<b>B. EXPENDITURES</b>									
1) Certificated Salaries		1000-1999	1,210,841.95	360,115.03	1,570,956.98	1,103,812.44	352,731.69	1,456,544.13	-7.3%
2) Classified Salaries		2000-2999	426,463.15	205,299.51	631,762.66	498,952.67	115,772.06	614,724.73	-2.7%
3) Employee Benefits		3000-3999	660,645.36	344,995.59	1,005,640.95	623,106.86	267,093.82	890,200.68	-11.5%
4) Books and Supplies		4000-4999	107,460.21	156,862.67	264,322.88	70,672.12	247,335.27	318,007.39	20.3%
5) Services and Other Operating Expenditures		5000-5999	300,416.34	852,488.19	1,152,904.53	297,479.88	752,560.64	1,050,040.52	-8.9%
6) Capital Outlay		6000-6999	15,382.00	149,327.91	164,709.91	0.00	10,000.00	10,000.00	-93.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(128,892.06)	128,892.06	0.00	(43,130.00)	43,130.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,592,316.95	2,197,980.96	4,790,297.91	2,550,893.97	1,788,623.48	4,339,517.45	-9.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>									
			53,151.24	(948,749.51)	(895,598.27)	112,781.29	(854,981.82)	(742,200.53)	-17.1%
<b>D. OTHER FINANCING SOURCES/USES</b>									
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	291,353.16	0.00	291,353.16	0.00	0.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(608,292.00)	608,292.00	0.00	(388,337.00)	388,337.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(316,938.84)	608,292.00	291,353.16	(388,337.00)	388,337.00	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>									
			(263,787.60)	(340,457.51)	(604,245.11)	(275,555.71)	(466,644.82)	(742,200.53)	22.8%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	931,196.79	1,686,156.32	2,617,353.11	667,409.19	1,294,553.81	1,961,963.00	-25.0%
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)			931,196.79	1,686,156.32	2,617,353.11	667,409.19	1,294,553.81	1,961,963.00	-25.0%
d) Other Restatements		9795	0.00	(51,145.00)	(51,145.00)	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			931,196.79	1,635,011.32	2,566,208.11	667,409.19	1,294,553.81	1,961,963.00	-23.5%
2) Ending Balance, June 30 (E + F1e)			667,409.19	1,294,553.81	1,961,963.00	391,853.48	827,908.99	1,219,762.47	-37.8%
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	1,294,553.81	1,294,553.81	0.00	827,908.99	827,908.99	-36.0%
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	667,409.19	0.00	667,409.19	391,853.48	0.00	391,853.48	-41.3%
<b>G. ASSETS</b>									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				

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				
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
<b>I. LIABILITIES</b>									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
<b>J. DEFERRED INFLOWS OF RESOURCES</b>									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
<b>K. FUND EQUITY</b>									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
<b>LCFF SOURCES</b>									
Principal Apportionment									
State Aid - Current Year		8011	1,357,594.00	0.00	1,357,594.00	1,340,389.00	0.00	1,340,389.00	-1.3%
Education Protection Account State Aid - Current Year		8012	55,897.00	0.00	55,897.00	91,196.07	0.00	91,196.07	63.2%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	4,309.21	0.00	4,309.21	4,309.21	0.00	4,309.21	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	1,030,438.54	0.00	1,030,438.54	1,030,438.54	0.00	1,030,438.54	0.0%
Unsecured Roll Taxes		8042	36,268.10	0.00	36,268.10	36,268.10	0.00	36,268.10	0.0%
Prior Years' Taxes		8043	(455.61)	0.00	(455.61)	(455.61)	0.00	(455.61)	0.0%
Supplemental Taxes		8044	33,832.19	0.00	33,832.19	33,832.19	0.00	33,832.19	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	3,262.50	0.00	3,262.50	3,262.50	0.00	3,262.50	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	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			2,521,145.93	0.00	2,521,145.93	2,539,240.00	0.00	2,539,240.00	0.7%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	13,810.00	13,810.00	0.00	13,810.00	13,810.00	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			2,521,145.93	13,810.00	2,534,955.93	2,539,240.00	13,810.00	2,553,050.00	0.7%
<b>FEDERAL REVENUE</b>									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	25,597.00	25,597.00	0.00	25,597.00	25,597.00	0.0%
Special Education Discretionary Grants		8182	0.00	2,190.00	2,190.00	0.00	2,190.00	2,190.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	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		49,611.00	49,611.00		49,611.00	49,611.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		7,459.00	7,459.00		7,459.00	7,459.00	0.0%
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		12,013.00	12,013.00		12,013.00	12,013.00	0.0%
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		30,151.00	30,151.00		30,151.00	30,151.00	0.0%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	102,860.30	102,860.30	0.00	0.00	0.00	-100.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	229,881.30	229,881.30	0.00	127,021.00	127,021.00	-44.7%
<b>OTHER STATE REVENUE</b>									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	6,571.00	0.00	6,571.00	6,571.00	0.00	6,571.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	30,789.00	12,524.40	43,313.40	31,152.00	12,672.00	43,824.00	1.2%
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		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		(10,646.00)	(10,646.00)		0.00	0.00	-100.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	4,373.00	513,409.00	517,782.00	4,373.00	494,301.00	498,674.00	-3.7%
<b>TOTAL, OTHER STATE REVENUE</b>			41,733.00	515,287.40	557,020.40	42,096.00	506,973.00	549,069.00	-1.4%
<b>OTHER LOCAL REVENUE</b>									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	53,537.36	0.00	53,537.36	53,837.36	0.00	53,837.36	0.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	348,403.75	348,403.75	0.00	143,988.66	143,988.66	-58.7%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									

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		8699	29,051.90	0.00	29,051.90	28,501.90	0.00	28,501.90	-1.9%
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		141,849.00	141,849.00		141,849.00	141,849.00	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%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>82,589.26</b>	<b>490,252.75</b>	<b>572,842.01</b>	<b>82,339.26</b>	<b>285,837.66</b>	<b>368,176.92</b>	<b>-35.7%</b>
<b>TOTAL, REVENUES</b>			<b>2,645,468.19</b>	<b>1,249,231.45</b>	<b>3,894,699.64</b>	<b>2,663,675.26</b>	<b>933,641.66</b>	<b>3,597,316.92</b>	<b>-7.6%</b>
<b>CERTIFICATED SALARIES</b>									
Certificated Teachers' Salaries		1100	1,007,077.59	178,062.54	1,185,140.13	897,473.94	197,685.06	1,095,159.00	-7.6%
Certificated Pupil Support Salaries		1200	9,946.65	80,343.53	90,290.18	12,004.79	108,059.11	120,063.90	33.0%
Certificated Supervisors' and Administrators' Salaries		1300	193,817.71	101,708.96	295,526.67	194,333.71	46,987.52	241,321.23	-18.3%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>1,210,841.95</b>	<b>360,115.03</b>	<b>1,570,956.98</b>	<b>1,103,812.44</b>	<b>352,731.69</b>	<b>1,456,544.13</b>	<b>-7.3%</b>
<b>CLASSIFIED SALARIES</b>									
Classified Instructional Salaries		2100	30,417.76	161,015.38	191,433.14	168,029.22	70,023.62	238,052.84	24.4%
Classified Support Salaries		2200	81,452.64	44,284.13	125,736.77	52,269.41	45,748.44	98,017.85	-22.0%
Classified Supervisors' and Administrators' Salaries		2300	95,862.54	0.00	95,862.54	114,428.94	0.00	114,428.94	19.4%
Clerical, Technical and Office Salaries		2400	163,011.64	0.00	163,011.64	112,926.74	0.00	112,926.74	-30.7%
Other Classified Salaries		2900	55,718.57	0.00	55,718.57	51,298.36	0.00	51,298.36	-7.9%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>426,463.15</b>	<b>205,299.51</b>	<b>631,762.66</b>	<b>498,952.67</b>	<b>115,772.06</b>	<b>614,724.73</b>	<b>-2.7%</b>
<b>EMPLOYEE BENEFITS</b>									
STRS		3101-3102	227,987.40	155,955.48	383,942.88	206,110.54	148,090.46	354,201.00	-7.7%
PERS		3201-3202	112,156.02	54,034.11	166,190.13	125,780.55	30,775.34	156,555.89	-5.8%
OASDI/Medicare/Alternative		3301-3302	53,198.08	23,035.28	76,233.36	54,265.04	12,890.14	67,155.18	-11.9%
Health and Welfare Benefits		3401-3402	237,904.37	102,513.02	340,417.39	208,233.93	67,585.26	275,819.19	-19.0%
Unemployment Insurance		3501-3502	1,237.65	294.23	1,531.88	807.76	834.26	1,642.02	7.2%
Workers' Compensation		3601-3602	28,160.84	9,163.47	37,324.31	27,909.04	6,918.36	34,827.40	-6.7%
OPEB, Allocated		3701-3702	1.00	0.00	1.00	0.00	0.00	0.00	-100.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>660,645.36</b>	<b>344,995.59</b>	<b>1,005,640.95</b>	<b>623,106.86</b>	<b>267,093.82</b>	<b>890,200.68</b>	<b>-11.5%</b>
<b>BOOKS AND SUPPLIES</b>									
Approved Textbooks and Core Curricula Materials		4100	0.00	8,504.02	8,504.02	0.00	8,504.02	8,504.02	0.0%
Books and Other Reference Materials		4200	1,428.22	7,555.38	8,983.60	717.00	6,710.21	7,427.21	-17.3%
Materials and Supplies		4300	78,846.46	122,407.24	201,253.70	47,885.88	108,403.00	156,288.88	-22.3%
Noncapitalized Equipment		4400	27,185.53	18,396.03	45,581.56	22,069.24	123,718.04	145,787.28	219.8%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>107,460.21</b>	<b>156,862.67</b>	<b>264,322.88</b>	<b>70,672.12</b>	<b>247,335.27</b>	<b>318,007.39</b>	<b>20.3%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>									
Subagreements for Services		5100	0.00	595,217.35	595,217.35	0.00	521,191.11	521,191.11	-12.4%
Travel and Conferences		5200	7,818.04	25,057.55	32,875.59	12,911.60	25,849.07	38,760.67	17.9%
Dues and Memberships		5300	13,118.91	111.00	13,229.91	13,118.91	222.00	13,340.91	0.8%
Insurance		5400 - 5450	33,934.40	0.00	33,934.40	33,934.40	0.00	33,934.40	0.0%
Operations and Housekeeping Services		5500	135,318.00	663.09	135,981.09	136,799.60	663.34	137,462.94	1.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	12,865.00	17,587.72	30,452.72	12,865.00	17,550.46	30,415.46	-0.1%
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	66,721.99	213,851.48	280,573.47	57,210.37	187,084.66	244,295.03	-12.9%
Communications		5900	30,640.00	0.00	30,640.00	30,640.00	0.00	30,640.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>300,416.34</b>	<b>852,488.19</b>	<b>1,152,904.53</b>	<b>297,479.88</b>	<b>752,560.64</b>	<b>1,050,040.52</b>	<b>-8.9%</b>

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)	
<b>CAPITAL OUTLAY</b>									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,418.00	143,714.42	145,132.42	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	0.00	5,613.49	5,613.49	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	13,964.00	0.00	13,964.00	0.00	10,000.00	10,000.00	-28.4%
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			15,382.00	149,327.91	164,709.91	0.00	10,000.00	10,000.00	-93.9%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>									
Transfers of Indirect Costs		7310	(128,892.06)	128,892.06	0.00	(43,130.00)	43,130.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(128,892.06)	128,892.06	0.00	(43,130.00)	43,130.00	0.00	0.0%
TOTAL, EXPENDITURES			2,592,316.95	2,197,980.96	4,790,297.91	2,550,893.97	1,788,623.48	4,339,517.45	-9.4%
<b>INTERFUND TRANSFERS</b>									
<b>INTERFUND TRANSFERS IN</b>									
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%
<b>INTERFUND TRANSFERS OUT</b>									
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%
<b>OTHER SOURCES/USES</b>									
<b>SOURCES</b>									
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	291,353.16	0.00	291,353.16	0.00	0.00	0.00	-100.0%

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			291,353.16	0.00	291,353.16	0.00	0.00	0.00	-100.0%
<b>USES</b>									
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%
<b>CONTRIBUTIONS</b>									
Contributions from Unrestricted Revenues		8980	(608,292.00)	608,292.00	0.00	(388,337.00)	388,337.00	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			(608,292.00)	608,292.00	0.00	(388,337.00)	388,337.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a- b + c - d + e)			(316,938.84)	608,292.00	291,353.16	(388,337.00)	388,337.00	0.00	-100.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>A. REVENUES</b>									
1) LCFF Sources		8010-8099	2,521,145.93	13,810.00	2,534,955.93	2,539,240.00	13,810.00	2,553,050.00	0.7%
2) Federal Revenue		8100-8299	0.00	229,881.30	229,881.30	0.00	127,021.00	127,021.00	-44.7%
3) Other State Revenue		8300-8599	41,733.00	515,287.40	557,020.40	42,096.00	506,973.00	549,069.00	-1.4%
4) Other Local Revenue		8600-8799	82,589.26	490,252.75	572,842.01	82,339.26	285,837.66	368,176.92	-35.7%
5) TOTAL, REVENUES			2,645,468.19	1,249,231.45	3,894,699.64	2,663,675.26	933,641.66	3,597,316.92	-7.6%
<b>B. EXPENDITURES (Objects 1000-7999)</b>									
1) Instruction		1000-1999	1,606,700.40	1,060,151.95	2,666,852.35	1,602,195.42	1,026,115.29	2,628,310.71	-1.4%
2) Instruction - Related Services		2000-2999	245,989.97	194,500.98	440,490.95	241,276.50	95,144.83	336,421.33	-23.6%
3) Pupil Services		3000-3999	22,803.19	135,306.69	158,109.88	16,339.19	215,619.83	231,959.02	46.7%
4) Ancillary Services		4000-4999	3,827.08	311,258.21	315,085.29	5,018.78	249,235.66	254,254.44	-19.3%
5) Community Services		5000-5999	1,753.00	0.00	1,753.00	4,812.41	0.00	4,812.41	174.5%
6) Enterprise		6000-6999	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration		7000-7999	419,028.94	130,232.14	549,261.08	443,637.59	57,709.49	501,347.08	-8.7%
8) Plant Services		8000-8999	292,214.37	366,530.99	658,745.36	237,614.08	144,798.38	382,412.46	-41.9%
9) Other Outgo		9000-9999	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,592,316.95	2,197,980.96	4,790,297.91	2,550,893.97	1,788,623.48	4,339,517.45	-9.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>									
			53,151.24	(948,749.51)	(895,598.27)	112,781.29	(854,981.82)	(742,200.53)	-17.1%
<b>D. OTHER FINANCING SOURCES/USES</b>									
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	291,353.16	0.00	291,353.16	0.00	0.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(608,292.00)	608,292.00	0.00	(388,337.00)	388,337.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(316,938.84)	608,292.00	291,353.16	(388,337.00)	388,337.00	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>									
			(263,787.60)	(340,457.51)	(604,245.11)	(275,555.71)	(466,644.82)	(742,200.53)	22.8%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	931,196.79	1,686,156.32	2,617,353.11	667,409.19	1,294,553.81	1,961,963.00	-25.0%
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)			931,196.79	1,686,156.32	2,617,353.11	667,409.19	1,294,553.81	1,961,963.00	-25.0%
d) Other Restatements		9795	0.00	(51,145.00)	(51,145.00)	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			931,196.79	1,635,011.32	2,566,208.11	667,409.19	1,294,553.81	1,961,963.00	-23.5%
2) Ending Balance, June 30 (E + F1e)			667,409.19	1,294,553.81	1,961,963.00	391,853.48	827,908.99	1,219,762.47	-37.8%
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	1,294,553.81	1,294,553.81	0.00	827,908.99	827,908.99	-36.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	667,409.19	0.00	667,409.19	391,853.48	0.00	391,853.48	-41.3%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
2600	Expanded Learning Opportunities Program	11,356.70	6,432.82
6266	Educator Effectiveness, FY 2021-22	12,218.00	0.00
6300	Lottery: Instructional Materials	606.40	1,584.55
6332	CA Community Schools Partnership Act - Implementation Grant	645,476.36	404,980.67
6500	Special Education	.31	0.00
6546	Mental Health-Related Services	.82	0.00
6547	Special Education Early Intervention Preschool Grant	39,146.73	4,358.91
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	98,093.00	0.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	32,617.00	32,617.00
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	118,130.64	93,799.64
7435	Learning Recovery Emergency Block Grant	256,136.00	194,037.09
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	.04	0.00
8210	Student Activity Funds	4,843.73	3,763.34
9010	Other Restricted Local	75,928.08	86,334.97
Total, Restricted Balance		1,294,553.81	827,908.99

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
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	(6,792.00)	0.00	-100.0%
4) Other Local Revenue		8600-8799	862.73	0.00	-100.0%
5) TOTAL, REVENUES			(5,929.27)	0.00	-100.0%
<b>B. EXPENDITURES</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(5,929.27)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(5,929.27)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	43,936.52	38,007.25	-13.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			43,936.52	38,007.25	-13.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			43,936.52	38,007.25	-13.5%
2) Ending Balance, June 30 (E + F1e)			38,007.25	38,007.25	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	44,799.25	44,799.25	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	(6,792.00)	(6,792.00)	0.0%
<b>G. ASSETS</b>					
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		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			0.00		
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	(6,792.00)	0.00	-100.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			(6,792.00)	0.00	-100.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	862.73	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
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			862.73	0.00	-100.0%
TOTAL, REVENUES			(5,929.27)	0.00	-100.0%
<b>CERTIFICATED SALARIES</b>					
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%
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
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%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
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%
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%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
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%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
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%
<b>CONTRIBUTIONS</b>					
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
<b>A. REVENUES</b>					
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	(6,792.00)	0.00	-100.0%
4) Other Local Revenue		8600-8799	862.73	0.00	-100.0%
5) TOTAL, REVENUES			(5,929.27)	0.00	-100.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(5,929.27)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(5,929.27)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	43,936.52	38,007.25	-13.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			43,936.52	38,007.25	-13.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			43,936.52	38,007.25	-13.5%
2) Ending Balance, June 30 (E + F1e)			38,007.25	38,007.25	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	44,799.25	44,799.25	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(6,792.00)	(6,792.00)	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
5058	Child Development: Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act - One-time Stipend	4,961.25	4,961.25
5066	Child Development: ARP California State Preschool Program - Rate Supplements	23,560.00	23,560.00
6130	Child Development: Center-Based Reserve Account	16,278.00	16,278.00
Total, Restricted Balance		44,799.25	44,799.25

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	254,730.34	203,820.00	-20.0%
3) Other State Revenue		8300-8599	80,078.53	24,900.00	-68.9%
4) Other Local Revenue		8600-8799	3,554.42	2,820.00	-20.7%
5) TOTAL, REVENUES			338,363.29	231,540.00	-31.6%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	88,675.13	102,116.61	15.2%
3) Employee Benefits		3000-3999	40,638.84	61,285.52	50.8%
4) Books and Supplies		4000-4999	87,030.27	72,236.70	-17.0%
5) Services and Other Operating Expenditures		5000-5999	11,511.31	11,511.31	0.0%
6) Capital Outlay		6000-6999	54,414.51	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			282,270.06	247,150.14	-12.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			56,093.23	(15,610.14)	-127.8%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			56,093.23	(15,610.14)	-127.8%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	45,657.40	132,048.63	189.2%
b) Audit Adjustments		9793	30,298.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			75,955.40	132,048.63	73.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			75,955.40	132,048.63	73.9%
2) Ending Balance, June 30 (E + F1e)			132,048.63	116,438.49	-11.8%
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	132,048.63	116,438.49	-11.8%
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%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			0.00		
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	224,031.34	203,820.00	-9.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	30,699.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			254,730.34	203,820.00	-20.0%
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	80,078.53	24,900.00	-68.9%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			80,078.53	24,900.00	-68.9%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	1,440.00	1,440.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	2,114.42	1,380.00	-34.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,554.42	2,820.00	-20.7%
TOTAL, REVENUES			338,363.29	231,540.00	-31.6%
<b>CERTIFICATED SALARIES</b>					
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%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	84,032.79	32,445.00	-61.4%
Classified Supervisors' and Administrators' Salaries		2300	0.00	64,890.00	New
Clerical, Technical and Office Salaries		2400	4,642.34	4,781.61	3.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			88,675.13	102,116.61	15.2%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	22,907.25	27,622.54	20.6%
OASDI/Medicare/Alternative		3301-3302	6,736.82	7,811.92	16.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Health and Welfare Benefits		3401-3402	9,590.00	23,000.00	139.8%
Unemployment Insurance		3501-3502	43.83	51.06	16.5%
Workers' Compensation		3601-3602	1,360.94	2,800.00	105.7%
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%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>40,638.84</b>	<b>61,285.52</b>	<b>50.8%</b>
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	8,135.37	6,779.20	-16.7%
Noncapitalized Equipment		4400	3,550.00	3,550.00	0.0%
Food		4700	75,344.90	61,907.50	-17.8%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>87,030.27</b>	<b>72,236.70</b>	<b>-17.0%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	2,711.42	2,711.42	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,093.42	1,093.42	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	7,706.47	7,706.47	0.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>11,511.31</b>	<b>11,511.31</b>	<b>0.0%</b>
<b>CAPITAL OUTLAY</b>					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	54,414.51	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>54,414.51</b>	<b>0.00</b>	<b>-100.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>282,270.06</b>	<b>247,150.14</b>	<b>-12.4%</b>
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
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%
<b>(c) TOTAL, SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
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
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	254,730.34	203,820.00	-20.0%
3) Other State Revenue		8300-8599	80,078.53	24,900.00	-68.9%
4) Other Local Revenue		8600-8799	3,554.42	2,820.00	-20.7%
5) TOTAL, REVENUES			338,363.29	231,540.00	-31.6%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
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		282,270.06	247,150.14	-12.4%
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			282,270.06	247,150.14	-12.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			56,093.23	(15,610.14)	-127.8%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			56,093.23	(15,610.14)	-127.8%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	45,657.40	132,048.63	189.2%
b) Audit Adjustments		9793	30,298.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			75,955.40	132,048.63	73.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			75,955.40	132,048.63	73.9%
2) Ending Balance, June 30 (E + F1e)			132,048.63	116,438.49	-11.8%
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	132,048.63	116,438.49	-11.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	23,589.25	7,979.11
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	45,848.52	45,848.52
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	10,123.68	10,123.68
7033	Child Nutrition: School Food Best Practices Apportionment	52,487.18	52,487.18
Total, Restricted Balance		132,048.63	116,438.49

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	12,301.33	0.00	-100.0%
5) TOTAL, REVENUES			12,301.33	0.00	-100.0%
<b>B. EXPENDITURES</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			12,301.33	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			12,301.33	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	546,470.95	558,772.28	2.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			546,470.95	558,772.28	2.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			546,470.95	558,772.28	2.3%
2) Ending Balance, June 30 (E + F1e)			558,772.28	558,772.28	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
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	558,772.28	558,772.28	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			0.00		
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	12,301.33	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			12,301.33	0.00	-100.0%
TOTAL, REVENUES			12,301.33	0.00	-100.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
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
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	12,301.33	0.00	-100.0%
5) TOTAL, REVENUES			12,301.33	0.00	-100.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			12,301.33	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			12,301.33	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	546,470.95	558,772.28	2.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			546,470.95	558,772.28	2.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			546,470.95	558,772.28	2.3%
2) Ending Balance, June 30 (E + F1e)			558,772.28	558,772.28	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
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	558,772.28	558,772.28	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFE Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	20,501.15	0.00	-100.0%
5) TOTAL, REVENUES			20,501.15	0.00	-100.0%
<b>B. EXPENDITURES</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			20,501.15	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			20,501.15	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	21,876.43	42,377.58	93.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			21,876.43	42,377.58	93.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			21,876.43	42,377.58	93.7%
2) Ending Balance, June 30 (E + F1e)			42,377.58	42,377.58	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	42,267.21	42,267.21	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	110.37	110.37	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%
<b>G. ASSETS</b>					
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		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions			8575	0.00	0.00
Other Subventions/In-Lieu Taxes			8576	0.00	0.00
All Other State Revenue			8590	0.00	0.00
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll			8615	0.00	0.00
Unsecured Roll			8616	0.00	0.00
Prior Years' Taxes			8617	0.00	0.00
Supplemental Taxes			8618	0.00	0.00
Non-Ad Valorem Taxes					
Parcel Taxes			8621	0.00	0.00
Other			8622	0.00	0.00
Community Redevelopment Funds Not Subject to LCFF Deduction			8625	0.00	0.00
Penalties and Interest from Delinquent Non-LCFF Taxes			8629	0.00	0.00
Sales					
Sale of Equipment/Supplies			8631	0.00	0.00
Interest			8660	501.15	0.00
Net Increase (Decrease) in the Fair Value of Investments			8662	0.00	0.00
Fees and Contracts					
Mitigation/Developer Fees			8681	20,000.00	0.00
Other Local Revenue					
All Other Local Revenue			8699	0.00	0.00
All Other Transfers In from All Others			8799	0.00	0.00
TOTAL, OTHER LOCAL REVENUE			20,501.15	0.00	-100.0%
TOTAL, REVENUES			20,501.15	0.00	-100.0%
<b>CERTIFICATED SALARIES</b>					
Other Certificated Salaries			1900	0.00	0.00
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries			2200	0.00	0.00



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%
<b>EMPLOYEE BENEFITS</b>					
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%
<b>BOOKS AND SUPPLIES</b>					
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%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
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%
<b>CAPITAL OUTLAY</b>					
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%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
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%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
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%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>Proceeds</b>					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
<b>Other Sources</b>					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
<b>Long-Term Debt Proceeds</b>					
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%
<b>USES</b>					
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%
<b>CONTRIBUTIONS</b>					
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
<b>A. REVENUES</b>					
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	20,501.15	0.00	-100.0%
5) TOTAL, REVENUES			20,501.15	0.00	-100.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)</b>			20,501.15	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			20,501.15	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	21,876.43	42,377.58	93.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			21,876.43	42,377.58	93.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			21,876.43	42,377.58	93.7%
2) Ending Balance, June 30 (E + F1e)			42,377.58	42,377.58	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	42,267.21	42,267.21	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	110.37	110.37	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
9010	Other Restricted Local	42,267.21	42,267.21
Total, Restricted Balance		42,267.21	42,267.21

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFE Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,265.52	0.00	-100.0%
5) TOTAL, REVENUES			10,265.52	0.00	-100.0%
<b>B. EXPENDITURES</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			10,265.52	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			10,265.52	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	361,988.79	372,254.31	2.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			361,988.79	372,254.31	2.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			361,988.79	372,254.31	2.8%
2) Ending Balance, June 30 (E + F1e)			372,254.31	372,254.31	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	372,254.31	372,254.31	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
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		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	10,265.52	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			10,265.52	0.00	-100.0%
TOTAL, REVENUES			10,265.52	0.00	-100.0%
<b>CLASSIFIED SALARIES</b>					
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%
<b>EMPLOYEE BENEFITS</b>					
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
<b>BOOKS AND SUPPLIES</b>					
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%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
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%
<b>CAPITAL OUTLAY</b>					
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%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
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%
<b>INTERFUND TRANSFERS OUT</b>					
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%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
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
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
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
<b>A. REVENUES</b>					
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	10,265.52	0.00	-100.0%
5) TOTAL, REVENUES			10,265.52	0.00	-100.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)</b>			10,265.52	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			10,265.52	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	361,988.79	372,254.31	2.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			361,988.79	372,254.31	2.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			361,988.79	372,254.31	2.8%
2) Ending Balance, June 30 (E + F1e)			372,254.31	372,254.31	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	372,254.31	372,254.31	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

	Resource	Description	2023-24	
			Estimated Actuals	2024-25 Budget
	7710	State School Facilities Projects	372,254.31	372,254.31
Total, Restricted Balance			372,254.31	372,254.31

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>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> 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)	173.95	173.95	176.90	176.00	176.00	176.00
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> 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)						
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> 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)						
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	173.95	173.95	176.90	176.00	176.00	176.00
<b>5. District Funded County Program ADA</b>						
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]						
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	173.95	173.95	176.90	176.00	176.00	176.00
<b>7. Adults in Correctional Facilities</b>						
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

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>B. COUNTY OFFICE OF EDUCATION</b>						
<b>1. County Program Alternative Education Grant ADA</b>						
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)]						
<b>d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>2. District Funded County Program ADA</b>						
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]						
<b>g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. Adults in Correctional Facilities</b>						
<b>5. County Operations Grant ADA</b>						
<b>6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

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>C. CHARTER SCHOOL ADA</b>						
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.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>						
<b>2. Charter School County Program Alternative Education ADA</b>						
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)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. Charter School Funded County Program ADA</b>						
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						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>						
<b>6. Charter School County Program Alternative Education ADA</b>						
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)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>7. Charter School Funded County Program ADA</b>						
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						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	0.00	0.00	0.00	0.00	0.00	0.00

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: 5211 Fifth St., Fallbrook, CA 92028

Date: 06/15/2024

Adoption Date: 06/25/2024

Signed: \_\_\_\_\_

Clerk/Secretary of the Governing Board

(Original signature required)

Public Hearing:

Place: 5211 Fifth St., Fallbrook, CA 92028

Date: 06/18/2024

Time: 6:00 PM

Contact person for additional information on the budget reports:

Name: Meliton Sanchez

Title: Superintendent / CBO

Telephone: (760) 728-7092

E-mail: msanchez@vallecitosd.net

Criteria and Standards Review Summary

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

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

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?		X
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?		X
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2023-24) annual payment?	X n/a	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?	X n/a n/a n/a	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)	X  n/a	 X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? • Adoption date of the LCAP or an update to the LCAP:		X 06/25/2024
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	

**Budget, July 1**  
**2023-24 Estimated Actuals**  
**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	1,570,956.98	301	2,175.00	303	1,568,781.98	305	0.00		307	1,568,781.98	309
2000 - Classified Salaries	631,762.66	311	1,300.00	313	630,462.66	315	0.00		317	630,462.66	319
3000 - Employee Benefits	1,005,640.95	321	2,211.74	323	1,003,429.21	325	0.00		327	1,003,429.21	329
4000 - Books, Supplies Equip Replace. (6500)	278,286.88	331	0.00	333	278,286.88	335	58,453.67		337	219,833.21	339
5000 - Services . . . & 7300 - Indirect Costs	1,152,904.53	341	445,507.57	343	707,396.96	345	8,460.24		347	698,936.72	349
<b>TOTAL</b>					4,188,357.69	365			<b>TOTAL</b>	4,121,443.78	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	1,178,499.13	375
2. Salaries of Instructional Aides Per EC 41011. . . . .	2100	190,655.86	380
3. STRS. . . . .	3101 & 3102	306,071.61	382
4. PERS. . . . .	3201 & 3202	66,317.16	383
5. OASDI - Regular, Medicare and Alternative. . . . .	3301 & 3302	37,506.15	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans). . . . .	3401 & 3402	216,899.59	385
7. Unemployment Insurance. . . . .	3501 & 3502	1,080.52	390
8. Workers' Compensation Insurance. . . . .	3601 & 3602	22,975.61	392
9. OPEB, Active Employees (EC 41372). . . . .	3751 & 3752	0.00	
10. Other Benefits (EC 22310). . . . .	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10). . . . .		2,020,005.63	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2. . . . .		2,164.24	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted). . . . .		0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*. . . . .			396
14. TOTAL SALARIES AND BENEFITS. . . . .		2,017,841.39	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. . . . .		48.96%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X') . . . . .			



<b>PART III: DEFICIENCY AMOUNT</b>	
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) .....	48.96%
3. Percentage below the minimum (Part III, Line 1 minus Line 2) .....	11.04%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369) .....	4,121,443.78
5. Deficiency Amount (Part III, Line 3 times Line 4) .....	455,007.39
<b>PART IV: Explanation for adjustments entered in Part I, Column 4b (required)</b>	

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	1,456,544.13	301	4,787.50	303	1,451,756.63	305	0.00		307	1,451,756.63	309
2000 - Classified Salaries	614,724.73	311	1,300.00	313	613,424.73	315	0.00		317	613,424.73	319
3000 - Employee Benefits	890,200.68	321	1,697.72	323	888,502.96	325	0.00		327	888,502.96	329
4000 - Books, Supplies Equip Replace. (6500)	328,007.39	331	0.00	333	328,007.39	335	36,734.76		337	291,272.63	339
5000 - Services . . & 7300 - Indirect Costs	1,050,040.52	341	311,780.91	343	738,259.61	345	10,329.88		347	727,929.73	349
TOTAL					4,019,951.32	365	TOTAL			3,972,886.68	369

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

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

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

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011. . . . .	1100	375
2. Salaries of Instructional Aides Per EC 41011. . . . .	2100	380
3. STRS. . . . .	3101 & 3102	382
4. PERS. . . . .	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative. . . . .	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans). . . . .	3401 & 3402	385
7. Unemployment Insurance. . . . .	3501 & 3502	390
8. Workers' Compensation Insurance. . . . .	3601 & 3602	392
9. OPEB, Active Employees (EC 41372). . . . .	3751 & 3752	0.00
10. Other Benefits (EC 22310). . . . .	3901 & 3902	0.00

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10) . . . . .	1,910,856.30	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2. . . . .	1,200.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted). . . . .	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*. . . . .		396
14. TOTAL SALARIES AND BENEFITS. . . . .	1,909,656.30	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. . . . .	48.07%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X') . . . . .	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) . . . . .	exempt
2. Percentage spent by this district (Part II, Line 15) . . . . .	48.07%
3. Percentage below the minimum (Part III, Line 1 minus Line 2) . . . . .	exempt
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369). . . . .	3,972,886.68
5. Deficiency Amount (Part III, Line 3 times Line 4) . . . . .	exempt

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


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:

\_\_\_\_\_ San Diego Joint Powers Authority

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

Signed

\_\_\_\_\_

Clerk/Secretary of the Governing Board

(Original signature required)

Date of Meeting: 06/25/2024

For additional information on this certification, please contact:

Name: Meliton Sanchez  
Title: Superintendent/CBO  
Telephone: (760) 728-7092  
E-mail: msanchez@vallecitosd.net

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).  
Deviations from the standards must be explained and may affect the approval of the budget.

**CRITERIA AND STANDARDS**

**1. CRITERION: Average Daily Attendance**

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

	Percentage Level	District ADA
	3.0%	0 to 300
	2.0%	301 to 1,000
	1.0%	1,001 and over
District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	176.00	
<b>District's ADA Standard Percentage Level:</b>	<b>3.0%</b>	

**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	170	186		
Charter School				
<b>Total ADA</b>	<b>170</b>	<b>186</b>	<b>N/A</b>	<b>Met</b>
Second Prior Year (2022-23)				
District Regular	175	181		
Charter School		3		
<b>Total ADA</b>	<b>175</b>	<b>184</b>	<b>N/A</b>	<b>Met</b>
First Prior Year (2023-24)				
District Regular	174	177		
Charter School		0		
<b>Total ADA</b>	<b>174</b>	<b>177</b>	<b>N/A</b>	<b>Met</b>
Budget Year (2024-25)				
District Regular	176			
Charter School	0			
<b>Total ADA</b>	<b>176</b>			

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**1B. Comparison of District ADA to the Standard**

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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	178	178		
Charter School				
<b>Total Enrollment</b>	<b>178</b>	<b>178</b>	<b>0.0%</b>	<b>Met</b>
Second Prior Year (2022-23)				
District Regular	181	188		
Charter School				
<b>Total Enrollment</b>	<b>181</b>	<b>188</b>	<b>N/A</b>	<b>Met</b>
First Prior Year (2023-24)				
District Regular	190	190		
Charter School				
<b>Total Enrollment</b>	<b>190</b>	<b>190</b>	<b>0.0%</b>	<b>Met</b>
Budget Year (2024-25)				
District Regular	189			
Charter School				
<b>Total Enrollment</b>	<b>189</b>			

**2B. Comparison of District Enrollment to the Standard**

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

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

**Explanation:**  
(required if NOT met)

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

**Explanation:**  
(required if NOT met)

3. **CRITERION: ADA to Enrollment**

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

**3A. Calculating the District's ADA to Enrollment Standard**

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2021-22)			
District Regular	157	178	
Charter School		0	
<b>Total ADA/Enrollment</b>	<b>157</b>	<b>178</b>	<b>88.0%</b>
Second Prior Year (2022-23)			
District Regular	175	188	
Charter School	3		
<b>Total ADA/Enrollment</b>	<b>178</b>	<b>188</b>	<b>94.5%</b>
First Prior Year (2023-24)			
District Regular	174	190	
Charter School			
<b>Total ADA/Enrollment</b>	<b>174</b>	<b>190</b>	<b>91.6%</b>
		Historical Average Ratio:	91.3%
		<b>District's ADA to Enrollment Standard (historical average ratio plus 0.5%):</b>	<b>91.8%</b>

**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	176	189		
Charter School	0			
<b>Total ADA/Enrollment</b>	<b>176</b>	<b>189</b>	<b>93.1%</b>	<b>Not Met</b>
1st Subsequent Year (2025-26)				
District Regular	178	189		
Charter School				
<b>Total ADA/Enrollment</b>	<b>178</b>	<b>189</b>	<b>94.2%</b>	<b>Not Met</b>
2nd Subsequent Year (2026-27)				
District Regular	180	188		
Charter School				
<b>Total ADA/Enrollment</b>	<b>180</b>	<b>188</b>	<b>95.7%</b>	<b>Not Met</b>

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

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

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

**Explanation:**  
(required if NOT met)

We expect to impact ADA at great than 1/2%



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)
<b>Step 1 - Change in Population</b>				
a. ADA (Funded) (Form A, lines A6 and C4)	176.90	176.00	178.00	180.00
b. Prior Year ADA (Funded)		176.90	176.00	178.00
c. Difference (Step 1a minus Step 1b)		(.90)	2.00	2.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(.51%)	1.14%	1.12%
<b>Step 2 - Change in Funding Level</b>				
a. Prior Year LCFF Funding		2,539,420.00	5,638,294.00	2,758,113.00
b1. COLA percentage		1.07%	2.93%	3.08%
b2. COLA amount (proxy for purposes of this criterion)		27,171.79	165,202.01	84,949.88
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		1.07%	2.93%	3.08%
<b>Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)</b>				
		.56%	4.07%	4.20%
<b>LCFF Revenue Standard (Step 3, plus/minus 1%):</b>		<b>-0.44% to 1.56%</b>	<b>3.07% to 5.07%</b>	<b>3.20% to 5.20%</b>

**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)	1,107,654.93	1,107,654.93	1,107,654.93	1,107,654.93
Percent Change from Previous Year		N/A	N/A	N/A
<b>Basic Aid Standard (percent change from previous year, plus/minus 1%):</b>		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)
<b>Necessary Small School Standard (COLA Step 2c, plus/minus 1%):</b>	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)	2,521,145.93	2,539,240.00	2,638,294.00	2,758,113.00
District's Projected Change in LCFF Revenue:		.72%	3.90%	4.54%
<b>LCFF Revenue Standard</b>		<b>-0.44% to 1.56%</b>	<b>3.07% to 5.07%</b>	<b>3.20% to 5.20%</b>
<b>Status:</b>		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)	1,868,873.41	
Second Prior Year (2022-23)	2,073,427.82	2,345,637.48	88.4%
First Prior Year (2023-24)	2,297,950.46	2,592,316.95	88.6%
	Historical Average Ratio:		85.9%

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	5.0%	5.0%	5.0%
<b>District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):</b>	<b>80.9% to 90.9%</b>	<b>80.9% to 90.9%</b>	<b>80.9% to 90.9%</b>

**5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)		
	Budget Year (2024-25)	2,225,871.97		
1st Subsequent Year (2025-26)	2,271,195.00	2,607,640.00	87.1%	Met
2nd Subsequent Year (2026-27)	2,384,495.00	2,728,285.00	87.4%	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):	.56%	4.07%	4.20%
<b>2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):</b>	<b>-9.44% to 10.56%</b>	<b>-5.93% to 14.07%</b>	<b>-5.80% to 14.20%</b>
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-4.44% to 5.56%	-0.93% to 9.07%	-0.80% to 9.20%

**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
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)</b>			
First Prior Year (2023-24)	229,881.30		
Budget Year (2024-25)	127,021.00	(44.74%)	Yes
1st Subsequent Year (2025-26)	127,021.00	0.00%	No
2nd Subsequent Year (2026-27)	127,021.00	0.00%	No

**Explanation:**  
(required if Yes)

Expiration of COVID 19 funds and the School Climate Transformation Grant

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

First Prior Year (2023-24)	557,020.40		
Budget Year (2024-25)	549,069.00	(1.43%)	No
1st Subsequent Year (2025-26)	549,567.00	.09%	No
2nd Subsequent Year (2026-27)	550,065.00	.09%	No

**Explanation:**  
(required if Yes)

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

First Prior Year (2023-24)	572,842.01		
Budget Year (2024-25)	368,176.92	(35.73%)	Yes
1st Subsequent Year (2025-26)	368,077.00	(.03%)	No
2nd Subsequent Year (2026-27)	367,977.00	(.03%)	No

**Explanation:**  
(required if Yes)

Expiration of 21st Century Funding

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

First Prior Year (2023-24)	264,322.88		
Budget Year (2024-25)	318,007.39	20.31%	Yes
1st Subsequent Year (2025-26)	259,160.00	(18.51%)	Yes
2nd Subsequent Year (2026-27)	195,105.00	(24.72%)	Yes

**Explanation:**  
(required if Yes)

Arts/Music Grants

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

First Prior Year (2023-24)	1,152,904.53		
Budget Year (2024-25)	1,050,040.52	(8.92%)	Yes
1st Subsequent Year (2025-26)	1,007,995.00	(4.00%)	Yes
2nd Subsequent Year (2026-27)	998,139.00	(.98%)	Yes

**Explanation:**  
(required if Yes)

Expiring grants / Cost Savings Measures

**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)	1,359,743.71		
Budget Year (2024-25)	1,044,266.92	(23.20%)	Not Met
1st Subsequent Year (2025-26)	1,044,665.00	.04%	Met
2nd Subsequent Year (2026-27)	1,045,063.00	.04%	Met

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

First Prior Year (2023-24)	1,417,227.41		
Budget Year (2024-25)	1,368,047.91	(3.47%)	Met
1st Subsequent Year (2025-26)	1,267,155.00	(7.37%)	Not Met
2nd Subsequent Year (2026-27)	1,193,244.00	(5.83%)	Not Met

**6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range**

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

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

**Explanation:**  
Federal Revenue  
(linked from 6B  
if NOT met)

Expiration of COVID 19 funds and the School Climate Transformation Grant

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

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

Expiration of 21st Century Funding

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

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

Arts/Music Grants

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

Expiring grants / Cost Savings Measures

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? No
- 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)	4,252,242.45			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)	0.00	3% Required	Budgeted Contribution <sup>1</sup>	
		Minimum Contribution	to the Ongoing and Major	
		(Line 2c times 3%)	Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	4,252,242.45	127,567.27	68,593.00	Not Met

<sup>1</sup> 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 reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> 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)	1,446,502.70	546,470.95	558,772.28
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	921,196.79	667,409.19
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	(.01)	(.01)	0.00
e. Available Reserves (Lines 1a through 1d)	1,446,502.69	1,467,667.73	1,226,181.47
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	3,802,855.97	4,375,627.47	4,790,297.91
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)	3,802,855.97	4,375,627.47	4,790,297.91
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	38.0%	33.5%	25.6%
<b>District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):</b>	<b>12.7%</b>	<b>11.2%</b>	<b>8.5%</b>

<sup>1</sup>Available 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.

<sup>2</sup>A 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)	66,607.42	2,437,288.92	N/A	Met
Second Prior Year (2022-23)	(34,676.52)	2,347,436.04	1.5%	Met
First Prior Year (2023-24)	(263,787.60)	2,592,316.95	10.2%	Not Met
Budget Year (2024-25) (Information only)	(275,555.71)	2,550,893.97		

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 <sup>1</sup>	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

<sup>1</sup> 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 <sup>2</sup> (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)	899,265.00	899,265.89	N/A		Met
Second Prior Year (2022-23)	965,873.00	965,873.31	N/A		Met
First Prior Year (2023-24)	565,562.00	931,196.79	N/A		Met
Budget Year (2024-25) (Information only)	667,409.19				

<sup>2</sup> 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)	308,747.00	Met

**9B-2. Comparison of the District's Ending Cash Balance to the Standard**

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

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

**Explanation:**   
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves<sup>1</sup> for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts<sup>2</sup> as applied to total expenditures and other financing uses<sup>3</sup>:

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

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.)	176	178	180
<b>District's Reserve Standard Percentage Level:</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?

2. If you are the SELPA AU and are excluding special education pass-through funds:

a. Enter the name(s) of the SELPA(s):

\_\_\_\_\_

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

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
	0.00	0.00	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)	4,339,517.45	4,355,252.00	4,213,940.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	4,339,517.45	4,355,252.00	4,213,940.00
4. Reserve Standard Percentage Level	5%	5%	5%
5. Reserve Standard - by Percent (Line B3 times Line B4)	216,975.87	217,762.60	210,697.00
6. Reserve Standard - by Amount			

	(\$87,000 for districts with 0 to 1,000 ADA, else 0)	87,000.00	87,000.00	87,000.00
7.	<b>District's Reserve Standard</b>			
	<b>(Greater of Line B5 or Line B6)</b>	<b>216,975.87</b>	<b>217,762.60</b>	<b>210,697.00</b>

**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	222,299.48	233,389.48
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	391,853.48	0.00	0.00
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)	558,772.28	0.00	0.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00	0.00	
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	950,625.76	222,299.48	233,389.48
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	21.91%	5.10%	5.54%
<b>District's Reserve Standard (Section 10B, Line 7):</b>	<b>216,975.87</b>	<b>217,762.60</b>	<b>210,697.00</b>
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?

Yes

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:

We have three positions that are funded partially or entirely with a one-time state grant. We will move these expenditures to appropriate resources throughout the projection period to maintain them as long as possible.

**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?

Yes

1b. If Yes, identify the expenditures:

We are planning to purchase a portable classroom with ELOP funds for our expanded learning program.

**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
<b>1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)</b>				
First Prior Year (2023-24)	(608,292.00)			
Budget Year (2024-25)	(388,337.00)	(219,955.00)	(36.2%)	Not Met
1st Subsequent Year (2025-26)	(424,897.00)	36,560.00	9.4%	Met
2nd Subsequent Year (2026-27)	(433,681.00)	8,784.00	2.1%	Met
<b>1b. Transfers In, General Fund *</b>				
First Prior Year (2023-24)	0.00			
Budget Year (2024-25)	0.00	0.00	0.0%	Met
1st Subsequent Year (2025-26)	100,000.00	100,000.00	New	Not Met
2nd Subsequent Year (2026-27)	290,000.00	190,000.00	190.0%	Not Met
<b>1c. Transfers Out, General Fund *</b>				
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?

Yes

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

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

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

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

**Explanation:**

(required if NOT met)

Reducing RRM and SPED contribution (shifting costs).

1b. NOT MET - The projected transfers in to the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timelines, for reducing or eliminating the transfers.

**Explanation:**

(required if NOT met)

The budget requires transfers in from Fund 17 to sustain programs and maintain reserves.

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. YES - Capital projects exist that may impact the general fund operational budget. Identify each project, including a description of the project, estimated completion date, original project budget, original source of funding, and estimated fiscal impact on the general fund.

**Project Information:**

(required if YES)

ELOP Portable

ELOP portable / Summer 2024 / Resource 2600 / \$220,000 CY. NY, and Carryover Funds.

**S6. Long-term Commitments**

Identify all existing and new multiyear commitments<sup>1</sup> 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.

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

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

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

1. Does your district have long-term (multiyear) commitments?  
(If No, skip item 2 and Sections S6B and S6C)

No

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

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2024
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB):				
<b>TOTAL:</b>				<b>0</b>

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				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	0	0	0	0
<b>Has total annual payment increased over prior year (2023-24)?</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>



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

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DATA ENTRY: Enter an explanation if Yes.

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

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

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

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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)

2 For the district's OPEB:  
a. Are they lifetime benefits?

b. Do benefits continue past age 65?

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

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

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

	Self-Insurance Fund	Governmental Fund

4 OPEB Liabilities

a. Total OPEB liability	
b. OPEB plan(s) fiduciary net position (if applicable)	
c. Total/Net OPEB liability (Line 4a minus Line 4b)	0.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Estimated
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
5. OPEB Contributions			
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method			
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	0.00		
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)			
d. Number of retirees receiving OPEB benefits			

**S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No
----

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

--

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
- b. Unfunded liability for self-insurance programs


4. Self-Insurance Contributions

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

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

**S8. Status of Labor Agreements**

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

**If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:**

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

**S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees**

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

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of certificated (non-management) full - time - equivalent(FTE) positions	15	14	14	14

**Certificated (Non-management) Salary and Benefit Negotiations**

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

Yes
-----

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

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

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

--

Negotiations Settled

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

Jan 09, 2024
--------------

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

Yes
-----

If Yes, date of Superintendent and CBO certification:

Jan 09, 2024
--------------

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:

Jun 01, 2023	End Date:	Jun 30, 2025
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5. Salary settlement:

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	Yes	Yes	Yes

**One Year Agreement**

Total cost of salary settlement

--	--

% change in salary schedule from prior year

--	--

or

**Multiyear Agreement**

Total cost of salary settlement

100046.32	0	0
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% 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

--

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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7. Amount included for any tentative salary schedule increases

--	--	--

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

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

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

No	No	No
----	----	----

2. Total cost of H&W benefits

171475	171475	171475
--------	--------	--------

3. Percent of H&W cost paid by employer

100.0%	100.0%	100.0%
--------	--------	--------

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

0.0%	0.0%	0.0%
------	------	------

**Certificated (Non-management) Prior Year Settlements**

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

No		
----	--	--

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

--	--	--

If Yes, explain the nature of the new costs:

--

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

**Certificated (Non-management) Step and Column Adjustments**

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

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

2. Cost of step & column adjustments

N/A	33621	35417
-----	-------	-------

3. Percent change in step & column over prior year

2.6%	2.6%	2.6%
------	------	------

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

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

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

Yes	No	No
-----	----	----

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

No	No	No
----	----	----

**Certificated (Non-management) - Other**

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


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

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

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of classified(non - management) FTE positions	8.25	9	9	9

**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.

--

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

8042
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Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

7. Amount included for any tentative salary schedule increases

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

**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

No	No	No
72276	72276	72276
100.0%	100.0%	100.0%
0.0%	0.0%	0.0%

**Classified (Non-management) Prior Year Settlements**

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

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

If Yes, explain the nature of the new costs:

--	--	--

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

**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

Yes	Yes	Yes
N/A	17222	16997
3.0%	3.0%	3.0%

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

**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?

Yes	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.):

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

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

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of management, supervisor, and confidential FTE positions	4	3	3	3

**Management/Supervisor/Confidential**

**Salary and Benefit Negotiations**

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

N/A

If Yes, complete question 2.

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

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

Negotiations Settled

2. Salary settlement:

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

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

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


Negotiations Not Settled

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

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

4. Amount included for any tentative salary schedule increases

--	--	--

**Management/Supervisor/Confidential**

**Health and Welfare (H&W) Benefits**

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

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


**Management/Supervisor/Confidential**

**Step and Column Adjustments**

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

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


**Management/Supervisor/Confidential**

**Other Benefits (mileage, bonuses, etc.)**

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

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


**S9. Local Control and Accountability Plan (LCAP)**

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

Yes
-----

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

Jun 25, 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.

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

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

**Comments:**  
(optional)

**End of School District Budget Criteria and Standards Review**

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

Vallecitos Elementary

San Diego County

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

**F** - Fatal (Data must be corrected; an explanation is not allowed)

**WWC** - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

**O** - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

**IMPORT CHECKS**

**CHECKFUNCTION** - (Fatal) - All FUNCTION codes must be valid. **Passed**

**CHECKFUND** - (Fatal) - All FUND codes must be valid. **Passed**

**CHECKGOAL** - (Fatal) - All GOAL codes must be valid. **Passed**

**CHECKOBJECT** - (Fatal) - All OBJECT codes must be valid. **Passed**

**CHECKRESOURCE** - (Warning) - All RESOURCE codes must be valid. **Passed**

**CHK-FDXRS7690xOB8590** - (Fatal) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

**CHK-FUNCTIONxOBJECT** - (Fatal) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

**CHK-FUNDxFUNCTION-A** - (Warning) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

**CHK-FUNDxFUNCTION-B** - (Fatal) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

**CHK-FUNDxGOAL** - (Warning) - All FUND and GOAL account code combinations should be valid. **Passed**

**CHK-FUNDxOBJECT** - (Fatal) - All FUND and OBJECT account code combinations must be valid. **Passed**

**CHK-FUNDxRESOURCE** - (Warning) - All FUND and RESOURCE account code combinations should be valid. **Passed**

**CHK-GOALxFUNCTION-A** - (Fatal) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

**CHK-GOALxFUNCTION-B** - (Fatal) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). **Passed**

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

**CHK-RESOURCExOBJECTA - (Warning)** - The following combinations for RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) are invalid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate. **Exception**

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	OBJECT	VALUE
12-6105-0-0000-0000-9790	6105	9790	(\$6,792.00)

Explanation: Will correct at unaudited actuals- Return of revenue.

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

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

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

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

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

**GENERAL LEDGER CHECKS**

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

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

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

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

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

**EFB-POSITIVE - (Warning)** - Ending balance (Object 979Z) is negative for the following resources. Please explain the cause of the negative balances and your plan to resolve them. **Exception**

FUND	RESOURCE	NEG. EFB
12	6105	(\$6,792.00)

Explanation: Will correct at unaudited actuals- Return of revenue.  
 Total of negative resource balances for Fund 12 (\$6,792.00)

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

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

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

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

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

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

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

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

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

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

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

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

**NET-INV-CAP-ASSETS - (Warning)** - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund. **Passed**

**OBJ-POSITIVE - (Warning)** - The following objects have a negative balance by resource, by fund: **Exception**

FUND	RESOURCE	OBJECT	VALUE
01	6230	8590	(\$10,646.00)
Explanation: Will correct at unaudited actuals- Return of revenue.			
12	6105	8590	(\$6,792.00)
Explanation: Will correct at unaudited actuals- Return of revenue.			
12	6105	9790	(\$6,792.00)
Explanation: Will correct at unaudited actuals- Return of revenue.			

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

**REV-POSITIVE - (Warning)** - In the following resources, total revenues exclusive of contributions (objects 8000-8979) are negative, by fund: **Exception**

FUND	RESOURCE	VALUE
01	6230	(\$10,646.00)
12	6105	(\$6,792.00)

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

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

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

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

**SUPPLEMENTAL CHECKS**

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

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

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

**EXPORT VALIDATION CHECKS**

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

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

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

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

**FORM01-PROVIDE - (Fatal)** - Form 01 (Form 011) must be opened and saved. **Passed**

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

Budget, July 1  
Budget 2024-25

**Technical Review Checks**

Phase - All

Display - All Technical Checks

**Vallecitos Elementary**

**San Diego County**

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

**F - Fatal** (Data must be corrected; an explanation is not allowed)

**WWC - Warning/Warning with Calculation** (If data are not correct, correct the data; if data are correct an explanation is required)

**O - Informational** (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

**IMPORT CHECKS**

**CHECKFUNCTION - (Fatal)** - All FUNCTION codes must be valid. **Passed**

**CHECKFUND - (Fatal)** - All FUND codes must be valid. **Passed**

**CHECKGOAL - (Fatal)** - All GOAL codes must be valid. **Passed**

**CHECKOBJECT - (Fatal)** - All OBJECT codes must be valid. **Passed**

**CHECKRESOURCE - (Warning)** - All RESOURCE codes must be valid. **Passed**

**CHK-FDXRS7690xOB8590 - (Fatal)** - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

**CHK-FUNCTIONxOBJECT - (Fatal)** - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

**CHK-FUNDxFUNCTION-A - (Warning)** - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

**CHK-FUNDxFUNCTION-B - (Fatal)** - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

**CHK-FUNDxGOAL - (Warning)** - All FUND and GOAL account code combinations should be valid. **Passed**

**CHK-FUNDxOBJECT - (Fatal)** - All FUND and OBJECT account code combinations must be valid. **Passed**

**CHK-FUNDxRESOURCE - (Warning)** - All FUND and RESOURCE account code combinations should be valid. **Passed**

**CHK-GOALxFUNCTION-A - (Fatal)** - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

**CHK-GOALxFUNCTION-B - (Fatal)** - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). **Passed**



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

**CHK-RESOURCExOBJECTA - (Warning)** - The following combinations for RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) are invalid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate. **Exception**

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	OBJECT	VALUE
12-6105-0-0000-0000-9790	6105	9790	(\$6,792.00)

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

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	OBJECT	VALUE
12-6105-0-0000-0000-9791	6105	9791	(\$6,792.00)

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

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

## **GENERAL LEDGER CHECKS**

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

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

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

**EFB-POSITIVE - (Warning)** - Ending balance (Object 979Z) is negative for the following resources. Please explain the cause of the negative balances and your plan to resolve them. NOTE: Negative ending balances in Fund 01 restricted resources will be offset against available reserves calculated in Form 01CS and Form MYP, which can negatively affect the criteria and standards. **Exception**

FUND	RESOURCE	NEG. EFB
12	6105	(\$6,792.00)
Total of negative resource balances for Fund 12		(\$6,792.00)

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

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

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

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

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

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

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

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

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

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

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

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

**OBJ-POSITIVE - (Warning)** - The following objects have a negative balance by resource, by fund: **Exception**

FUND	RESOURCE	OBJECT	VALUE
12	6105	9790	(\$6,792.00)

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

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

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

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

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

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

**SUPPLEMENTAL CHECKS**

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

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

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

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

## **EXPORT VALIDATION CHECKS**

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

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

**CASHFLOW-PROVIDE - (Warning)** - A Cashflow Worksheet (Form CASH) must be provided with your Budget and Interim reports. (Note: LEAs may use a cashflow worksheet other than Form CASH, as long as it provides a monthly cashflow projected through the end of the fiscal year.) **Exception**

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

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

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

**CS-PROVIDE - (Fatal)** - The Criteria and Standards Review (Form 01CS) has been provided. **Passed**

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

**MYP-PROVIDE - (Warning)** - A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.) **Passed**

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

**WK-COMP-CERT-PROVIDE - (Fatal)** - Workers' Compensation Certification (Form CC) must be provided. **Passed**