

Maple Creek Elementary School District Board of Trustees

June 14th, 2024 9:30 AM

15933 Maple Creek Road - Korb, CA 95550

Link to Live Stream:

<https://humboldtcoe.zoom.us/j/94137423979>

Regular Meeting Agenda

1.0 CALL TO ORDER

2.0 ADJUSTMENT OF THE AGENDA

3.0 PUBLIC COMMENTS

Members of the public may address the board on non-agenda items at this time.

4.0 CONSENT AGENDA

The Board is asked to receive/approve these routine items.

4.1 Approve Minutes of the May 10th, 2024 Regular Board Meeting

4.2 Review Warrants - May 2024

4.3 Review Payroll - May 2024

5.0 ACTION ITEMS

The Board is asked to receive/discuss/take action on the following items.

5.1 Approve the 2024-2025 Local Control Accountability Plan (LCAP) and 2024-2025 Local Control Funding Formula (LCFF) Overview for Parents

5.2 Approve the 2023-2024 LCAP Annual Update

5.3 Adopt the 2024-2025 Maple Creek Elementary School District Budget

5.4 Approve the 2024-25 Consolidated Application for Funding (ConApp)

5.5 Approve the 2024-2025 Contract for Superintendent

5.6 Approve 2024-25 Transportation Agreement with Northern Humboldt Union High School District

5.7 Approve the Maple Creek Elementary School District Violence Prevention Plan

6.0 INFORMATION/DISCUSSION/ACTION ITEMS

The Board is asked to receive/discuss; however, the Board may decide to take action at their discretion.

6.1 Report on Local Indicators

6.2 Information on Greenhouse Installation at Maple Creek Elementary School

6.3 Superintendent's Report

6.4 Staff Report

7.0 BOARD MEMBER ANNOUNCEMENTS/COMMENTS/REPORTS

8.0 ADJOURNMENT

Notice: Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any persons in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office, 15933 Maple Creek Rd. Korb, CA in compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Superintendent of the Maple Creek School District at (707)668-5596. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to assure accessibility to this meeting.

Unofficial until approved.

Maple Creek Elementary School District Board of Trustees

May 10th, 2024 9:30 AM
15933 Maple Creek Road - Korb, CA 95550

Link to Live Stream:

<https://humboldtcoe.zoom.us/j/94137423979>

Regular Meeting Agenda

1.0 CALL TO ORDER

President Zarcufsky called the special meeting of the Maple Creek Elementary School District Board of Trustees to order at 9:42 AM with a quorum present.

PRESENT: Rama Zarcufsky and Jill Giordano
ABSENT: Laura Borusas
STAFF PRESENT: Colby Smart, Mendie Ballester,

2.0 ADJUSTMENT OF THE AGENDA

3.0 PUBLIC COMMENTS

Members of the public may address the board on non-agenda items at this time.

4.0 CONSENT AGENDA

It was moved/seconded by Zarcufsky/Giordano to approve the consent agenda items.
Ayes 2, noes 0, absent 1, abstain 0. Motion carried.

Action was taken on the following consent items:

- 4.1 Approve Minutes of the April 12th, 2024 Regular Board Meeting
- 4.2 Review Warrants - April 2024
- 4.3 Review Payroll - April 2024

5.0 ACTION ITEMS

The Board is asked to receive/discuss/take action on the following items.

- 5.1 Approve Interdistrict Transfer Agreement for 2025-26

It was moved/seconded by Zarcufsky/Giordano to approve the Interdistrict Transfer Agreement for 2025-26. Ayes 2, noes 0, absent 1, abstain 0. Motion carried.

Board Trustee Laura Borusas arrived to the meeting at 9:48 AM

- 5.2 Set Date for Special Meeting Regarding the Local Control Accountability Plan (LCAP) in June 2024

It was moved/seconded by Zarcufsky/Giordano to set Friday, June 7th at 9:30 AM as the date and time for the Special Meeting to take action to adopt the Local Control Accountability Plan (LCAP). Ayes 3, noes 0, absent 1, abstain 0. Motion carried.

- 5.3 Approve Northern Humboldt Union High School District Business Services Contract for 2024-2025.

ReqPay12d

Board Report

Checks Dated 05/01/2024 through 05/31/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000240030	05/09/2024	HARVEY M. HARPER COMPANY	01-4366 VAN SERVICE		128.23	
			01-5800 VAN SERVICE-LABOR		205.00	333.23
3000240031	05/09/2024	Johnson, Jacklyn D	01-4310 INPERSON INSTRUCT SUPPLIES			178.83
3000240032	05/09/2024	LES SCHWAB	01-4366 VAN SERVICE		415.04	
			01-5800 VAN SERVICE-LABOR		37.98	453.02
3000240033	05/09/2024	Muizelaar, Zoe T	01-4310 ELOP-SNACKS		98.01	
			ELOP-SUPPLIES		142.36	
			MATERIAL/SUPPLIES		249.05	
			01-4361 VAN SUPPLIES		28.00	
			01-5560 DUMP RUN		12.00	529.42
3000240034	05/09/2024	P G & E	01-5520 UTILITIES			217.31
3000240035	05/09/2024	VALLEY PACIFIC PETROLEUM	01-4364 FUEL			678.89
3000240429	05/13/2024	Muizelaar, Zoe T	01-4710 SCHOOL LUNCHES			429.50
3000240810	05/16/2024	AT&T	01-5909 UTILITIES			83.79
3000240811	05/16/2024	Muizelaar, Zoe T	01-4310 ELOP SNACKS		52.18	
			01-4710 SCHOOL LUNCHES		170.20	
3000240812	05/16/2024	Johnson, Jacklyn D	01-5801 ELOP FIELDTRIP		376.91	599.29
			01-4310 ELOP-FIELDTRIP/SUPPLIES		24.22	100.66
3000240813	05/16/2024	Revolving Cash Fund	01-5801 ELOP-FIELDTRIP/SUPPLIES		76.44	
			01-4310 ELOP-FIELDTRIP		85.33	458.94
3000241084	05/20/2024	COLBY SMART	01-5801 ELOP-FIELDTRIP		373.61	
			01-4310 COMMUNITY DINNER			114.26
3000241085	05/20/2024	Muizelaar, Zoe T	01-4310 ELOP SUPPLIES		702.92	
			01-4710 SCHOOL LUNCHES		150.30	853.22
Total Number of Checks					13	5,030.36

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	13	5,030.36
Total Number of Checks		13	5,030.36
Less Unpaid Tax Liability			.00
Net (Check Amount)			5,030.36

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

Pay Date 05/31/2024

Johnson, Jacklyn D (000005) 5194

Check Msg

Pay Date	Pay Cycle	Check Location	FTE	Retire Plan	Federal	State	ACH # (D)	Net Pay	Status	Calculated
05/31/24	10/#9	D100 - Maple Creek Elementary SD	0.80000		M 0	S 0:0		3,724.27	Open	5/17/2024 2:01:51AM

DUAL: STRSO (Non-Member or Retiree(R)) is primary, PERS (Non-Member or Retiree(RN)) is secondary

Effective	Source	Earnings Description	Adjustment	Pay Rate	Units	Earnings Retire Plan	Asen/Work	CC	Ret Eam	Pay Rate PC
07/01/23	Assign	(Pos#3-4(0)) SPECIAL PROJECTS TEA		5,798.00		3,478.60 STRSO(2)	61	0	3,478.60	5,798.00 3
		35.00 % (001559) 01-0001-0-1110-1000-1105-000-0000								
		65.00 % (001794) 01-5620-0-1110-1000-1105-000-0000								
07/01/23	Assign	(Pos#3-3(0)) SPED SUPPORT		5,798.00		1,159.60 STRSO(2)	61	0	1,159.60	5,798.00 3
05/31/24	Adjust	(STPND NR) ANSEL Stipend		45.51	23.20	1,055.75 STRSO(2)				
		100.00 % (000734) 01-6500-0-5780-1120-1104-000-0000								
		100.00 % (000086) 01-0000-0-1110-1000-1150-000-0000								
Total						5,694.15				

Effective	Deduction/Contribution	Vendor	Subject Gross	Deduction	Subject Gross	Contribution CC	Retire Plan
05/31/24	(FIT) Federal Withholding	(999999/002) Maple Creek ESD Payroll - FIT	5,694.15	786.50			
05/31/24	(MEDICARE) Medicare	(999999/005) Maple Creek ESD Payroll	5,694.15	82.57	5,694.15	82.57	
05/31/24	(SUT) State Withholding	(999999/003) Maple Creek ESD Payroll - SIT	5,694.15	355.95			
05/31/24	(SMRARR) Summer Savings	(999999/012) Maple Creek ESD Payroll - DNF	4,469.13	744.86			
05/31/24	(SUI) SUI	(999999/009) Maple Creek ESD Payroll - SUI			5,694.15	2.85	
05/31/24	(WORKCOMP) Workers' Comp	(999999/010) Maple Creek ESD Payroll - W/C			5,694.15	149.62	
Total Deductions, *Reductions, Contributions				1,969.88		235.04	

Bank Account # TRN # Direct Deposit Amount
 COAST CENTRAL CREDIT UNION Ending with 4571 (Checking) 321172248 3,724.27

Mutzelhaar, Gije (000013) 8630

Check Msg

Pay Date	Pay Cycle	Check Location	FTE	Retire Plan	Federal	State	ACH # (D)	Net Pay	Status	Calculated
05/31/24	10/#9	D100 - Maple Creek Elementary SD	0.50000		M 0	S 0:0		3,520.96	Open	5/17/2024 2:01:51AM

DUAL: STRSO (Member(R)) is primary, PERS (Non-Member or Retiree(RN)) is secondary

Effective	Source	Earnings Description	Adjustment	Pay Rate	Units	Earnings Retire Plan	Asen/Work	CC	Ret Eam	Pay Rate PC
07/01/23	Assign	(Pos#2-4(0)) TEACHER		4,975.20		2,487.60 STRSO(1)	57	1	2,487.60	49,752.00 0
		100.00 % (001680) 01-6331-0-1110-1000-1100-000-0000								
04/30/24	Adjust	(XTRA CR) Additional Earnings		38.41	16.00-	614.56- STRSO(1)	55	3	614.56-	40,330.50 0
		100.00 % (000283) 01-0210-0-1194-3600-2203-000-0000								
04/30/24	Adjust	(XTRA CR) Additional Earnings		38.41	16.00	614.56 PERS(1)				
		100.00 % (000283) 01-0210-0-1194-3600-2203-000-0000								

Selection Grouped by Employee - Sorted by Employee, (Org = 29, CAST (Pay Date AS DATE) = 5/31/2024, Amounts = S, Net Pay Opt = N, Accounts? = Y, Pg Bkt? = N)

Pay14a

Payroll Audit by Employee

Pay Date 05/31/2024

Muzelaar, Zoe T (000012) 7022 - continued

Effective	Source	Earnings Description	Adjustment	Pay Rate	Units	Earnings Retire Plan	Assn/Work	CC	Ret Earn	Pay Rate	PC
05/31/24	Addn	(COURIER) Courier		25.00		25.00 PERSN(1)					
05/31/24	Adjust	100.00 % (000167) 01-0000-0-1193-8100-2213-000-0000									
05/31/24	Adjust	(OT 1.5) Overtime		28.50	42.00	1,197.00 PERSN(1)					
05/31/24	Adjust	100.00 % (001487) 01-2800-0-8500-5000-2130-000-0000									
05/31/24	Adjust	(STPND NR) ANSEL Stipend		19.00	32.95	626.00 PERSN(1)					
05/31/24	Addn	100.00 % (001744) 01-0000-0-1110-1000-2150-000-0000									
05/31/24	Addn	(VAC MO) Vacation Pay		152.00	0.74	112.18 PERSN(1)	400	11	112.18	19.00	4
		18.80 % (000127) 01-0000-0-1110-2700-2406-000-0000									
		37.50 % (000283) 01-0210-0-1194-3600-2203-000-0000									
		6.10 % (001440) 01-8036-0-8100-5900-2902-000-0000									
		18.80 % (001785) 01-2600-0-8500-5000-2105-000-0000									
		18.80 % (001787) 01-5820-0-1110-1000-2100-000-0000									
Total					62.10	4,483.70					

Effective	Deduction/Contribution	Vendor	Subject Gross	Deduction	Subject Gross	Contribution	CC	Retire Plan
05/31/24	(DEN125) Dental Insurance	(100072/001) NCSMIG - JPA DENTAL				91.00		
05/31/24	(FIT) Federal Withholding	(999999/002) Maple Creek ESD Payroll - FIT	4,272.84	161.83				
05/31/24	(MED125) Medical Insurance	(100073/001) NCSMIG - JPA MEDICAL						
05/31/24	(MEDICARE) Medicare	(999999/005) Maple Creek ESD Payroll	4,483.70	65.01	4,483.70	65.01		
05/31/24	(OASDI) Social Security	(999999/004) Maple Creek ESD Payroll - OAS	4,483.70	277.99	4,483.70	277.99		
05/31/24	(PERSN) PERS / 62	(999999/007) Maple Creek ESD Payroll - PER	2,635.70	210.86	2,635.70	703.20		
05/31/24	(SIT) State Withholding	(999999/003) Maple Creek ESD Payroll - SIT	4,272.84	62.45				
05/31/24	(SUI) SUI	(999999/009) Maple Creek ESD Payroll - SUI			4,483.70	2.24		
05/31/24	(VIS125) Vision Insurance	(100074/001) NCSMIG - JPA VISION				17.00		
05/31/24	(WORKCOMP) Workers' Comp	(999999/010) Maple Creek ESD Payroll - WIC			4,483.70	117.81		
Total Deductions, *Reductions, *Contributions				778.14		2,604.25		

Bank
LOS ANGELES POLICE CREDIT UNION
Account # 322078493 TRU # 322078493
Ending with 4986 (Checking) Direct Deposit Amount 3,705.56

Wyrnd, Launa R (000019) 3832				Check Msg								
Pay Date	Pay Cycle	Check Location	FTE	Retire Plan	Federal	State	Check # (C)	Net Pay	Status	Calculated		
05/31/24	EOMS#11	D100 - Maple Creek	0.00000		S 0	S 0.0		286.28	Open	5/17/2024 2 08 59AM		
Elementary SD SINGLE: STRSN (Non-Member or Retiree) IN is primary, no secondary												
Effective	Source	Earnings Description	Adjustment	Pay Rate	Units	Earnings	Retire Plan	Assn/Work	CC	Ret Earn	Pay Rate	PC
05/31/24	Adjust	(SUB TCH) Sub Teacher		155.00	2.00	310.00	STRSN(2)	54	0	310.00	155.00	8
100.00 % (000085) 01-0000-0-1110-1000-1140-000-0000												

Selection Grouped by Employee - Sorted by Employee, (Org = 29, CAST (Pay Date AS DATE) = 5/31/2024, Amounts = S, Net Pay Opt = N, Accounts? = Y, Pg Bkt? = N) ERP for California Page 3 of 4

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM #: 5.1

DATE: June 14, 2024

SUBJECT:

2024-2025 Local Control Accountability Plan (LCAP) and Local Control Funding Formula (LCFF) Overview for Parents

DEPARTMENT/PROGRAM:

Board of Education

ACTION REQUESTED:

The Board is being asked to adopt the 2024-25 Local Control Accountability Plan (LCAP) and Local Control Funding Formula (LCFF) Overview for Parents

PREVIOUS STAFF/BOARD ACTION:

Meetings with individual staff members and students were held by Superintendent Smart, On April 27 2024 a Maple Creek Family Dinner and LCAP Data Collection was held in McKinleyville to gather parent input. A public hearing on the LCAP was held at a special board meeting on June 7, 2024.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

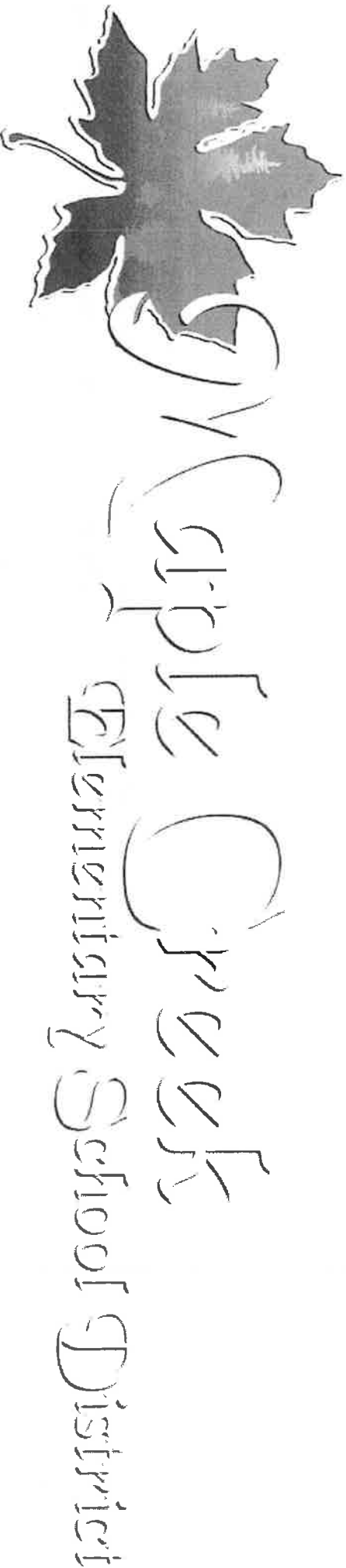
As part of the new Local Control Funding Formula (LCFF), a Local Control Accountability Plan (LCAP) must be developed and aligned to the budget. Public hearings must be held on both at a separate meeting from adoption.

FISCAL IMPLICATIONS:

Funding is contingent on approval of both the LCAP and the budget by July 1.

CONTACT PERSON(S):

Colby Smart, Interim Superintendent



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
Maple Creek Elementary	Colby Smart Superintendent	csmart@hcoe.org (707)668-5596

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.

Maple Creek Elementary School District is a small, rural gem dedicated to serving the needs of our 7 students spanning from TK to Eighth grade. Within our diverse community, we embrace a spectrum of requirements, from Special Education to GATE students, with 70% of our students coming from low-income backgrounds. Our school reflects the beautiful tapestry of our rural community.

At Maple Creek, we pride ourselves on tailoring instruction to suit the individual needs and interests of each student. We foster an environment where creativity, curiosity, cooperation, and collaboration are not just encouraged, but celebrated. Our academic program is designed to be challenging, empowering students to excel in their strengths and conquer their toughest challenges.

While we do not have English Language Learners or Foster Youth as of this writing, and we don't offer High School, we remain committed to excellence. Metrics such as API, UC/CSU AG course completion, EL reclassification, AP scores, EAP college preparedness, High school

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

Parents and students felt comfortable sharing their thoughts and ideas, knowing that their input was valued and would make a real difference. Certificated and classified staff, who work closely with students every day, provided invaluable insights into the practical needs and aspirations of our educational community. The board of trustees, is deeply invested in the success of the district to ensure that the LCAP reflected a comprehensive and representative vision. Maple Creek is committed to systems improvement by focusing on and aligning with evidence based practice and pedagogy. Educational partner feedback was clear in that partners celebrate Maple Creek's unique ability to provide highly specialized instruction in a rural, community minded setting. This LCAP reflects the districts' deep commitment to ongoing systems improvement by focusing on MTS, Asset based instruction, academic rigor, culturally responsive teaching, and building towards a sustainable path for Mental and Social-Emotional services for students.

This collaborative approach allowed us to create an LCAP that truly embodies the needs and aspirations of our community, demonstrating the impact that inclusive feedback can have on the development of meaningful educational policies and practices. Maple Creek generated Equity Multiplier funds. Goal #2 is our Equity Multiplier Goal. In order to best meet the needs of the school community educational partners were consulted in the development of this goal.

In summary, Maple Creek's goal to enhance student attendance through targeted academic engagement strategies and comprehensive enrichment programs is a holistic approach aimed at creating a more engaging and supportive learning environment. By doing so, we hope to foster a deeper connection between students and their educational journey, leading to improved attendance and overall academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Suspension rates	0% suspension rate 2023-2024			Maintain 0% suspension rate	
1.2	Expulsion rates	0% Expulsion rate 2023-2024			Maintain 0% Expulsion rate	
1.3	Report Cards	A minimum of one group project has been completed by all students. During the 2023-2024 all students participated in Arts Integration projects through the ArtSEL grant program.			A minimum of two group projects will be completed by all students.	
1.4	"Teachers, Instructional Materials, and Facilities (P1)"	[100%] of teachers are fully credentialed, [all] students have access to standards-aligned instructional materials, and facilities are in [good] repair (2023-24 Local data)			100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities in good repair	
1.5	Project Based Learning: Place-based learning and Science Instruction	Currently 0% of students participate in place-based learning			A minimum of one individual and one group project	

1.9	Maple Creek History Day or Science Fair participation records; Countywide rubrics/assessments will be used to measure the preparedness for countywide events for grades 4-8.	100% of students participated in the Maple Creek Science Fair for the 2023-2024 school year. Alternative science and history projects were completed for the 2020-2021 school year.			100% of students will participate in science and/or history projects. Maple Creek History Day and Science Fair will alternate each year. Alternative projects and accommodations due to distance learning and/or student interest can be approved by a certificated teacher.	
1.10	CAASPP participation rate Outcome: All students in 3rd through 8th grade will participate in CAASPP assessments(Math, ELA, and CAST). CAASPP results cannot be published/shared due to the small group size.	100% participation in CAASPP assessments (Math, ELA, and CAST). 2023-2024. Results cannot be published/shared due to the small group size.			100% of students in 3-8th grade will be required to participate in CAASPP assessments (Math, ELA, and CAST).	
1.11	Implementation of State Standards	Academic content standards, including English learners, are [fully] implemented (2023-24 Local data)			Academic content standards, including English learners, are fully implemented	
1.12	Formative Assessments and Progress Monitoring	Maple Creek will adopt IXL in the beginning of the 2024-2025 for all students in grades K-8.			Academic progress for unduplicated students,	

		staff to gain a sense of school connectedness. 100% of student participated. 75% of parents participated; 100% of staff participated. All participants reported feeling safe; Staff and parents feel connected to the school. 86% of students feel connected to the school. 86% of students are happy to be at Maple Creek.			alternate years to all students, parents, and staff to gain a sense of school connectedness. 100% of students will participate. 90% of parents will participate; 100% of staff will participate. All participants will report feeling safe, connected, and happy with the school environment.	
1.17	Middle school dropout rates Outcome: District will maintain 0% dropout rate for middle school	0% dropout rate for middle school 2019-2020			Middle school dropout rate will be 0%	
1.18	Attendance Rate (P5)	87.97% attendance rate (CALPADS P2)			95% attendance rate	
1.19	Chronic Absenteeism Rate (P5)	72.7% Chronically Absent (2023 California Dashboard Additional Reports and Data)			Reduce Chronic Absenteeism Rate to 30%	

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

1.5	Field trips	Field trips will connect students with higher education and working professionals as well as provide learning experiences that not available/accessible to low-income student and students that live rurally with transportation hardships.	No
1.6	Broad Course of Study	Teachers will preside over instruction and daily use of career readiness skills, which will include all subjects: mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts. Standards-aligned, Common Core curriculum and textbooks will be provided for all students. Second through Eighth grade students will be provided with Khan Academy accounts throughout the year, including the summer.	No
1.7	Professional Development	The District provides a minimum of one opportunity per year for professional development and growth including teaching the recently adopted academic standards and/or curriculum frameworks. All certificated teachers are fully credentialed and highly qualified. The Superintendent approves the staff training.	No
1.8	Attendance Works Framework	In order to improve attendance rates, Maple Creek will be participating in and adopting Attendance Works Framework in partnership with the Humboldt County Office of Education.	No
1.9	Library Fund	Classroom library books will be purchased to provide high interest reading material that will provide vocabulary development. Foster and homeless youth, as well as students with IEPs will be given priority for purchases.	No
1.10	Summer Program/ELOP	A Summer Learning Program will be offered to all students with an emphasis on social emotional experiences, asset based engagement, and academic support. Priority is given to students with IEPs, foster and homeless youth.	No

1.15	School lunch program	Low-income students will be provided with free/reduced price lunch. All students will be provided with nutrition instruction.	\$5,000.00	No
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In summary, Maple Creek School's goal to promote holistic growth and well-being through social and emotional development reflects our dedication to nurturing a positive and thriving community of learners. This holistic approach supports both academic achievement and personal growth, creating a foundation for lifelong success. There are no credentialing or retention issues at Maple Creek at this time.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Percent of annual survey participation; percent of parent conference attendance; LCAP involvement; participation at events; in the classroom; School Site Council; Fundraising Committee and School Board	100% of parents participated in one or more of the following ways: events, surveys, volunteering in the classroom, parent conferences, School Board, School Site Council, Community Events, Parent Nights. 100% of parents/guardians were informed of the importance of attendance and were invited to be involved in finding solutions.			100% of parents will participate in one or more of the following ways: events, surveys, volunteering in the classroom, parent conferences, School Board, School Site Council, Fundraising Committee. 100% of parents/guardians will be informed of the importance of attendance and will be invited to find solutions. The school will utilize the newsletter; meetings; events; letters; phone calls; emails; text; Facebook posts,	

	the district's small size and rural isolation it is currently unable to bill for and receive mental health related services.			trained medical professionals on its campus or via tele-medicine.	
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Goal Analysis [2023-24]

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

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

Not Applicable

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	CBYH: Systems Improvement and Equity Engagement	Maple Creek School is committed to ensuring that all students have access to comprehensive mental health and social and emotional supports. By the third year of the LCAP cycle, we aim to have the necessary infrastructure fully established to provide these vital services to 100% of our students, either on-campus or through tele-medicine.	\$82,034.00	No

	<p>Currently, our tiered levels of interventions are not systematized, clearly articulated, nor aligned with the district's vision and values. To address these gaps, we will allocate .40 FTE administrator staff time to support the implementation and project management of this initiative. Administrators will lead the effort to design and integrate these tiered models of support, ensuring they are driven by evidence-based practices and aligned with our school community's vision and values.</p> <p>Administrators will work closely with teachers, counselors, and support staff to develop a clear framework for interventions at each tier. This will include:</p> <p>Universal Interventions: School-wide practices and programs aimed at promoting positive behavior and academic success for all students.</p> <p>Targeted Interventions: Specialized support for groups of students who are at risk of falling behind academically or behaviorally.</p> <p>Intensive Interventions: Individualized and intensive support for students with significant needs.</p> <p>Project management will involve creating detailed timelines, setting measurable goals, and regularly reviewing progress. Administrators will organize professional development sessions to train staff on the implementation of tiered interventions and ensure that everyone is equipped with the knowledge and skills to support students effectively.</p> <p>Collaboration with stakeholders, including parents and community partners, will be crucial to align these interventions with the broader vision and values of the Maple Creek community. Regular feedback loops will be established to refine and improve the system continuously.</p> <p>By dedicating administrator staff time and employing robust project management practices, Maple Creek School is committed to building a sustainable and effective system of tiered interventions. This initiative will ensure that every student receives the appropriate level of support, promoting their overall well-being and academic success, in alignment with our community's vision and values.</p>		
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ \$11,339	\$1933

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
9.732%	0.000%	\$ \$0.00	9.732%

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
1.11	Action: Student support (Supplemental Concentration) Need: Improved Instructional Support for Low-Income Students	It address the need because it increases the opportunity for meaningful one-on-one and personalized instruction. In addition, due to enrollment classes are taught in a multi-graded fashion. In order to ensure developmentally appropriate instruction attention must be paid to the specific needs of both age difference and	Localized formative and summative assessments.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students		2 certificated to 7 students

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[illegible]

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO- CALCULATED]	[AUTO- CALCULATED]
Totals	\$452,349.00	\$422,096.00

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	School Climate Instruction	No	\$87,641.00	\$81,980.00
1	1.2	School Facilities	No	\$34,869.00	\$43,847.00
1	1.3	Improve kitchen facilities	No	\$0.00	\$0.00
1	1.4	Exterior wall repair	No	\$0.00	\$0.00
2	2.1	Professional Development	No	\$3,007.00	\$3,732.00
2	2.2	Broad Course of Study	No	\$75,210.00	\$23,075.00
2	2.3	Project Based Learning	No	\$0.00	\$0.00
2	2.4	Field trips	No	\$1,272.00	\$1,272.00
2	2.5	Daily Instruction	No	\$0.00	0.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)	
\$14,009	\$36,287.00	\$14,009.00	\$22,278.00	0.000%	0.000%	0.000%	
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)

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

2 2.8 Student support (Supplemental Concentration) Yes \$36,287.00 \$14,009

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

■ **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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.

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 \(California Legislative Information\)](#);

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.

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

- 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.

- 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.

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.

- 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.

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.

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.

- 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.*

- **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 CCSP. 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 CCSP.
 - **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

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.

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

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM #: 5.2

DATE: June 14, 2024

SUBJECT:

2023-24 Annual Update to Local Control Accountability Plan (LCAP)

DEPARTMENT/PROGRAM:

Board of Education

ACTION REQUESTED:

The Board is being asked to adopt the 2023-2024 Annual Update to the Local Control Accountability Plan (LCAP).

PREVIOUS STAFF/BOARD ACTION:

Meetings with individual staff members and students were held by Superintendent Smart, On April 27 2024 a Maple Creek Family Dinner and LCAP Data Collection was held in McKinleyville to gather parent input. A public hearing on the LCAP was held at a special board meeting on June 7, 2024.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

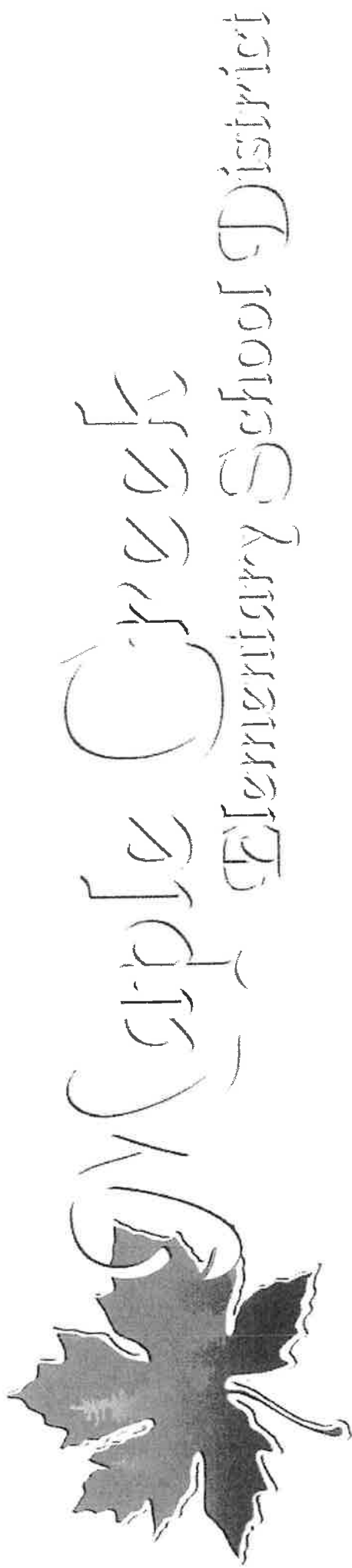
As part of the new Local Control Funding Formula (LCFF), a Local Control Accountability Plan (LCAP) must be developed and aligned to the budget. Public hearings must be held on both at a separate meeting from adoption.

FISCAL IMPLICATIONS:

None

CONTACT PERSON(S):

Colby Smart, Interim Superintendent



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
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]
Maple Creek Elementary	Colby Smart Superintendent	csmart@hcoe.org (707)668-5596

Goals and Actions

Goal

Goal #	Description
1	Improve school climate to support a cooperative learning environment

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric: Suspension rates	0% suspension rate 2019-2020	0% suspension rate was maintained 21/22 year	0% suspension rate was maintained 22/23 year	0% suspension rate was maintained 23/24 year	Maintain 0% suspension rate
Metric: Expulsion rates	0% expulsion rate 2019-2020	0% expulsion rate was maintained 21/22 year	0% expulsion rate was maintained 22/23 year	0% expulsion rate was maintained 23/24 year	Maintain 0% expulsion rate
Metric: Conflict; Mediation records	50% of students in grades 3-8 have had peer mediation training. 30% of students in TK-2nd grade have been introduced to the peer mediation process. 2019-2020	100% of students in grades 3-8 have had peer mediation training. TK-2nd have been introduced to the process with a teacher leading the process.	44% of students have been trained and have experience with peer mediation. This number is low due to current student population enroll after January 2023. All students experience teacher lead mediation.	60% of students have been trained and have experience with peer mediation. Maple Creek increased its enrollment by two students in grades 2 and 6. These students will be trained in the 24-25 school year. All students continue to experience teacher lead mediation.	100% of 3-8 grade students will have peer mediation training. 100% of TK-2nd grade students will be introduced to the peer mediation process.
Metric: Report cards	A minimum of one group project has been completed by all students. During the pandemic, a group poetry project was	Multiple group projects have been completed.	Multiple group projects have been completed.	Multiple group projects have been completed.	A minimum of one group project will be completed by all students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			are sometimes happy to be at school.	with the close, individualized attention each student receives by staff.	

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.

G1A1The primary difference in how the goal was achieved was the mechanisms by which data was collected. In an effort to increase qualitative feedback, surveys were transformed into one on one and group opportunities through parent nights and student/staff interviews. This transition was successful as it yielded more nuanced feedback that a survey alone cannot provide.

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.

G1A2: Classified position became benefits eligible which caused the expense to increase.

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

G1A2,3,4 Planned facilities upgrades were completed in a timely fashion due to careful planning in the preceding years. All objectives were met for these actions by the end of this LCAP cycle.

G1A1 Teacher and Peer Mediation continues to be an effective strategy for maintaining and improving a healthy school environment. The community schools grant has been instrumental in identifying and implementing social and emotional learning activities/routines.

G1 A1,2,3,4 In light of the transition in school district administration, certain established routines from previous years experienced interruptions during the handover to the new leadership. However, it is noteworthy that despite these changes, the metric targets for the period of 2023-2024 were successfully maintained.

Goals and Actions

Goal

Goal #	Description
2	All students will have access to and achieve 21st century skills and proficiency in all core academic skills and be prepared for higher education. Educational partners will be informed about and involved in the education process and decision making.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric: Records of Summer Learning Program participation	40% participation rate prior to COVID pandemic. 2018-2019	100% of families indicate that they want at least some summer learning services in 2022.	100% of enrolled students participated in some of the summer program offers June to August 2022.	100% of enrolled students participated in some of the summer program offers June to August 2023.	45% of students will participate in the Summer Learning Program.
Metric: Writing portfolios	100% of students in grades 1-8 completed three writing styles; 100% of students in grades 4-8 completed an interview and poetry assignment. 2019-2020	100% of students in grades 1-8 completed three writing styles; 100% of students in grades 4-8 completed 4 writing styles and an interview. 21/22	100% of students who attended the full year in grades 1-8 completed two writing styles as of April 7, 2023; Persuasive essays will be completed by June 15, 2023. 100% of students in grades 4-8 completed an interview and poetry assignments.	100% of students in grades 1-8 completed three writing styles; Persuasive essays will be completed by June 13, 2024. (*)	Students and parents will be able to see progress on report cards and will have an online and/or a hard copy of writing assignments. 100% of students in grades 1-3 will complete three writing styles; 100% of students in grades 4-8 will complete four writing styles and an interview.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Scale: 1=Exploration and Research, 2=Beginning, 3=Initial, 4=Full Implementation, 5=Full and Sustainable:</p> <p>PD: ELA=5, Math=4, Science=, Hist/Soc Science=</p> <p>Instr Materials: ELA=5, Math=5, Science=, Hist/Soc Science=</p> <p>Policy/Program Support: ELA=5, Math=4, Science=4</p> <p>Implementation of Stds: Health=3.5, PE=3.5, Vis/Perf</p> <p>Arts=5, World Lang=3</p> <p>Lang=3.5, CTE=3</p>	<p>reduced as the LEA now has full access to HCOE library, the HERC center. 2022-2023</p> <p>Scale: 1=Exploration and Research, 2=Beginning, 3=Initial, 4=Full Implementation, 5=Full and Sustainable:</p> <p>PD: ELA=4, Math=5, Science=4, Hist/Soc Science= 4</p> <p>Instr Materials: ELA=5, Math=4, Science=5, Hist/Soc Science=4</p> <p>Policy/Program Support: ELA=5, Math=4, Science=5, Hist/Soc Science= 5</p> <p>Implementation of Standards: Health=3, PE=3, Vis/Perf</p> <p>Arts=5, World Lang=3, CTE=2</p>	<p>Implementation, 5=Full and Sustainable:</p> <p>PD: ELA=4, Math=5, Science=4, Hist/Soc Science= 4</p> <p>Instr Materials: ELA=5, Math=4, Science=5, Hist/Soc Science=4</p> <p>Policy/Program Support: ELA=5, Math=4, Science=5, Hist/Soc Science= 5</p> <p>Implementation of Standards: Health=3, PE=3, Vis/Perf</p> <p>Arts=5, World Lang=3, CTE=2</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Records of: Survey participation; parent conference attendance; LCAP involvement; attendance at events; response to parent and student surveys; classroom participation; School Site Council attendance; and School Board attendance	were involved in the education process and decision making by participating in one or more of the following ways: annual surveys; parent conference; LCAP involvement; attend or be a member of the School Site Council or School Board. Classroom volunteering and event attendance did not occur due to the COVID pandemic. 2020-2021	were involved in the education process and decision making by participating in one or more of the following ways: annual surveys; parent conference; LCAP involvement; attend or be a member of the School Site Council or School Board. 2021-2022	were involved in the education process and decision making by participating in one or more of the following ways: annual surveys; parent conference; LCAP involvement; classroom volunteer; attend or be a member of the School Site Council/Parent Advisory Council or School Board. 2022-2023	were involved in the education process and decision making by participating in one or more of the following ways: annual surveys; parent conference; LCAP involvement; classroom volunteer; attend an event; member of the School Site Council or School Board. 2023-2024	involved in the education process and decision making by participating in one or more of the following ways: annual surveys; parent conference; LCAP involvement; classroom volunteer; attend an event; member of the School Site Council or School Board.
Metric: I.E.P.s; progress reports; service record logs; special education purchase records	I.E.P. requirements met Needed materials and supplies were purchased. Technology devices are available to borrow. 2020-2021	I.E.P. requirements were met. Needed materials and supplies were purchased. Technology devices are available to borrow. 2021-2022	I.E.P. requirements were met. Needed materials and supplies were purchased. Technology devices are available in the classroom and available to borrow for home use. 2022-2023	I.E.P. requirements were met. Needed materials and supplies were purchased. Technology devices are available in the classroom and available to borrow for home use. 2023-2024	All I.E.P. students will receive services outlined in their plan. Materials and supplies will be purchased, as needed, to support their learning.
Metric: Maple Creek History Day or Science Fair participation records;	100% of students participated in the Maple Creek Science Fair for the 2019-2020	100% of student participated in an alternative project: animal reports and	100% of students participated in the Maple Creek Science Fair 2022-2023	100% of students participated in the Maple Creek Science Fair 2023-2024	100% of students will participate in science and/or history projects. Maple Creek

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	attended an early outreach meeting; 100% of families received an invitation for an early outreach meeting.	a phone call, virtual, or in-person meeting.	of families received early outreach in the form of a phone call, virtual, or in-person meeting.	a phone call, virtual, or in-person meeting.	(Outcome shifted in 22/23 for 23/24)
EL progress classification rate	Data is not publicly reported due to size of student group. There are no EL in the district 2019-2020	Data is not publicly reported due to size of student group. There are no EL in the district 2021-2022	Data is not publicly reported due to size of student group. There are no EL in the district 2022-2023	Data is not publicly reported due to size of student group. There are no EL in the district 2022-2023	Data will not be publicly reported if student group size remains too small.
Metric: Student to staff ratios for TK will remain less than or equal to 10:1.	Student to staff ratios for TK have remained less than or equal to 10:1.	There were no TK students 2021-2022	Student to staff ratios for TK have remained less than or equal to 10:1.	There were no TK students in 2023-2024	Metric: Student to staff ratios for TK will remain less than or equal to 10:1.

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.

There were no substantive differences in planned actions and actual implementation with the exception of expanding ELOP opportunities for students to support learning. All students receive transportations service to and from school each day. Because the entire student body rides together, academic and enrichment activities are integrated into the transportation experience both before and after school.

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.

G2A1 There were additional professional development offerings identified which benefited the Expanded Learning Program Leader's ability to increase effectiveness. In addition, an additional math workshop was identified for one certificated staff member.

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of annual survey participation; percent of parent conference attendance; LCAP involvement; participation at events; in the classroom; School Site Council; Fundraising Committee and School Board	more of the following ways: events, surveys, volunteering in the classroom, parent conferences, School Board, School Site Council, Fundraising Committee. 100% of parents/guardians were informed of the importance of attendance and were invited to be involved in finding solutions. *volunteering in the classroom and event attendance did not occur during the COVID pandemic. 2020-2021	more of the following ways: events, surveys, volunteering in the classroom, parent conferences, School Board, School Site Council, Fundraising Committee. 100% of parents/guardians were informed of the importance of attendance and were invited to be involved in finding solutions. *volunteering in the classroom and event attendance did not occur during the COVID pandemic. 2021-2022	more of the following ways: events, surveys, volunteering in the classroom, parent conferences, School Board, School Site Council/Parent Advisory Committee, Fundraising Committee. 100% of parents/guardians were informed of the importance of attendance and were invited to be involved in finding solutions. 2022-2023	more of the following ways: events, surveys, volunteering in the classroom, parent conferences, School Board, School Site Council, Fundraising Committee. 100% of parents/guardians will be informed of the importance of attendance and will be invited to find solutions. The school will utilize the newsletter; meetings; events; letters; phone calls; emails; text; Facebook posts, and/or virtual meetings to express the importance of attendance.	more of the following ways: events, surveys, volunteering in the classroom, parent conferences, School Board, School Site Council, Fundraising Committee. 100% of parents/guardians will be informed of the importance of attendance and will be invited to find solutions. The school will utilize the newsletter; meetings; events; letters; phone calls; emails; text; Facebook posts, and/or virtual meetings to express the importance of attendance.
Metric: School lunch and breakfast participation records.	All low income students were able to receive free or reduced priced lunches. All students were able to receive a school lunch. 2019-2020	All low income students were able to receive free or reduced priced lunches. All students were able to receive a school lunch as needed/wanted. 2021-2022	All low income students were able to receive free or reduced priced lunches. All students were able to receive a school lunch as needed/wanted. 2022-2023	All low income students were able to receive free or reduced priced lunches. All students were able to receive a school lunch as needed/wanted. 2023-2024	All students will have access to school breakfast and lunch. Low income students will be provided with a free or reduced priced breakfast and lunch.

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.

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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.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Communication	No	\$0.00	0.00
2	2.7	Students with Disabilities	No	\$83,899.00	\$89,282.00
2	2.8	Student support (Supplemental Concentration)	Yes	\$36,287.00	\$14,009
2	2.9	Enrichment Program	No	\$0.00	\$0.00
2	2.10	Summer Program: Expanded Learning Opportunities Program	No		
2	2.11	Library Fund	No	\$2,200.00	\$2,200.00
2	2.12	Additional Academic Supports: Before and After Care provided every day.	No	\$66,983.00	\$91,413.00
2	2.13	UPK/UTK	No	\$12,909.00	\$25,823.00
2	2.14	Early Learning Opportunities	No	\$6,050.00	\$6,950.00
3	3.1	Communication and participation	No	\$0.00	\$0.00
3	3.2	Independent Study/Distance Learning	No	\$0.00	\$0.00
3	3.3	Transportation	No	\$39,522.00	\$33,513.00
3	3.4	School lunch program	No	\$2,500.00	\$5000.00

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (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)
[INPUT]	[Shared with 2023-24 Contributing Actions Annual Update Table]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
\$115,647.00	\$14,009	0.000	12.114%	\$14,009.00	0.000%	12.114%	\$0.00	0.000%

- 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

This chart shows the total general purpose revenue Maple Creek Elementary 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 Maple Creek Elementary is \$470,717, of which \$295,037 is Local Control Funding Formula (LCFF), \$128,296 is other state funds, \$23,950 is local funds, and \$23,434 is federal funds. Of the \$295,037 in LCFF Funds, \$11,339 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

In 2024-25, Maple Creek Elementary is projecting it will receive \$11,339 based on the enrollment of foster youth, English learner, and low-income students. Maple Creek Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Maple Creek Elementary plans to spend \$12887 towards meeting this requirement, as described in the LCAP.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM #: 5.3

DATE: June 14, 2024

SUBJECT:

Adopt the 2024-2025 Maple Creek Elementary School District Budget

DEPARTMENT/PROGRAM:

Board of Education

ACTION REQUESTED:

The Board is being asked to adopt the 2024-2025 Maple Creek Elementary School District Budget

PREVIOUS STAFF/BOARD ACTION:

The Board annually approves the budget. On June 7, 2024 a public hearing was held on the 2024-2025 Maple Creek Elementary School District Budget.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Pursuant to E.C. 1040(d), 1620, 1622 and 33129, on or before July 1 of each fiscal year, the district shall hold a public hearing and adopt an annual budget for the budget year, in accordance with Criteria and Standards adopted by the State Board of Education, prior to filing the adopted budget with the Superintendent of Public Instruction.

FISCAL IMPLICATIONS:

As detailed in the Final Budget Summary and Criteria and Standards Review.

CONTACT PERSON(S):

Colby Smart, Interim Superintendent

May 24, 2024

MEMORANDUM

TO: District Superintendents and Business Managers

FROM: Corey Weber, Assistant Superintendent of Business Services

SUBJECT: 2024-2025 FINAL BUDGET ADOPTION

INSTRUCTIONS

Enclosed are the following materials as well as some final budget instructions:

1. Statewide Criteria and Standards Summary review documents.
2. Annual Financial and Budget Adoption Reports for all your funds.
3. Certification of Adopted Budget.

Criteria and Standards

E.C. 42127 states that each district must develop their budget in accordance with the state-adopted Criteria and Standards, make the budget documents available for public inspection and report to the board that all requirements have been met.

The Criteria and Standards review process is based upon compliance with the various criteria and specific standards adopted by the state for the budget development process. If, during the completion of the summary review documents, the district does not meet the state variance for specific criteria, a detailed explanation must be provided. The Budget Certification (form CB in the SACS Software document) displays the summary results of the criteria and standards review, and any required explanations are included on the criteria and standards document.

2024-2025 School District Certification (Form CB)

There is an element of the certification related to the Education Code 42127 which states that if a district adopts a budget with a combined assigned and unassigned ending fund balance above the State Board of Education minimum recommended reserve for economic uncertainties, the district's public hearing for budget adoption must include a **"a statement of the reasons that substantiates the need for assigned and unassigned ending fund balance in excess of the minimum reserve standard for economic uncertainties"**.

We have provided an attachment, *Balances in Excess of Minimum Reserve Requirements*, to assist you in meeting this requirement. The document is included to provide the district with the correct balances that are required to be addressed, but the information can be presented at the public hearing in any format the district deems appropriate. Based on discussions with Department of Education staff, it is our understanding this requirement only applies to the actual "budget" being adopted, or 2024-2025.

Humboldt County Office of Education

***CERTIFICATION OF ADOPTED BUDGET
2024-2025***

In order for our office to be certain that the 2024-2025 adopted budget in the financial system equals the Budget Adoption Report as adopted by the board, we request that you **complete the following and return it to Brenda Howard, in the Business Office**, after board adoption.

_____ There were no changes to the Budget Adoption Report as originally prepared.

_____ Attached is the adopted budget for our district. Changes were made at the time of adoption. These changes are indicated in red on the attached Budget Adoption Report and have been entered into the financial system in the computer. A budget summary report is enclosed which equals the attached Budget Adoption Report.

SIGNED: _____
District Superintendent or Business Manager

School District

Date

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

12 62935 0000000
Form CB
F8BWJWYYBG(2024-25)

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multi year) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2023-24) annual payment?	X n/a	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?	X n/a n/a n/a	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)		X X X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? • Adoption date of the LCAP or an update to the LCAP:		X 06/17/2024
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

Description	2023-24 Estimated Actuals			2024-25 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	3.52	3.52	6.50	6.09	6.09	6.09
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	3.52	3.52	6.50	6.09	6.09	6.09
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	.47	.47	.47	.47	.47	.47
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	.47	.47	.47	.47	.47	.47
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	3.99	3.99	6.97	6.56	6.56	6.56
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

2024-25 Budget, July 1
AVERAGE DAILY ATTENDANCE

12 62935 0000000
Form A
F8BWJWYYBG(2024-25)

Maple Creek Elementary
Humboldt County

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

1B. Comparison of District ADA to the Standard

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

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

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	4	4	
Charter School		0	
Total ADA/Enrollment	4	4	105.0%
Second Prior Year (2022-23)			
District Regular	6	6	
Charter School	0		
Total ADA/Enrollment	6	6	95.2%
First Prior Year (2023-24)			
District Regular	4	3	
Charter School			
Total ADA/Enrollment	4	3	117.3%
Historical Average Ratio:			105.8%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			106.3%

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	6	7		
Charter School	0			
Total ADA/Enrollment	6	7	87.0%	Met
1st Subsequent Year (2025-26)				
District Regular	7	8		
Charter School				
Total ADA/Enrollment	7	8	87.0%	Met
2nd Subsequent Year (2026-27)				
District Regular	8	9		
Charter School				
Total ADA/Enrollment	8	9	87.0%	Met

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

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

- 1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

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)	37,316.00	37,316.00	37,316.00	37,316.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	295,073.00	295,037.00	295,115.00	295,191.00
District's Projected Change in LCFF Revenue:		(.01%)	.03%	.03%
LCFF Revenue Standard		-5.81% to -3.81%	15.19% to 17.19%	13.79% to 15.79%
Status:		Not Met	Not Met	Not Met

4C. Comparison of District LCFF Revenue to the Standard

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

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

Explanation:
(required if NOT met)

All Years -- The projected change is outside the standard range due to the small size of the school district; a small change in funded ADA can drastically affect the ratio up or down

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):	(4.81%)	16.19%	14.79%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-14.81% to 5.19%	6.19% to 26.19%	4.79% to 24.79%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-9.81% to 0.19%	11.19% to 21.19%	9.79% to 19.79%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

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

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2023-24)	32,239.00		
Budget Year (2024-25)	23,434.00	(27.31%)	Yes
1st Subsequent Year (2025-26)	23,434.00	0.00%	Yes
2nd Subsequent Year (2026-27)	23,434.00	0.00%	Yes

Explanation:
(required if Yes)

Federal Revenue 2024-25 & 2025-26 – Federal Revenue has decreased due to the decrease in REAP Funds.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2023-24)	98,905.00		
Budget Year (2024-25)	128,296.00	29.72%	Yes
1st Subsequent Year (2025-26)	128,295.00	0.00%	Yes
2nd Subsequent Year (2026-27)	115,384.00	(10.06%)	Yes

Explanation:
(required if Yes)

Other State Revenue All Years – Other State Revenue increased due to the addition of Equity Multiplier Funds and saw a decrease as one-time funds went away. These include Arts & Music Block Grant, UPK Funds, In Person Instruction, and Learning Recovery Emergency Funds.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2023-24)	24,245.00		
Budget Year (2024-25)	23,950.00	(1.22%)	No
1st Subsequent Year (2025-26)	23,950.00	0.00%	Yes
2nd Subsequent Year (2026-27)	23,950.00	0.00%	Yes

Explanation:
(required if Yes)

Other Local Revenue 2025-26 – Other Local Revenue decreased due to the decrease in SPED Revenue

- 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)

Books and Supplies All Years - Books and Supplies have decreased due to removal of one-time UPK Funds, In Person Instruction, Arts & Music Block Grant, and First Five Supplies.

Explanation:

Services and Other Exps

(linked from 6B

if NOT met)

Services and Other Operating Expenditures 2024-25 & 2025-26 - Services and Other Operating expenditures have decreased in the budget and first subsequent year due to the Community Schools Grant being eliminated.

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2021-22)	Second Prior Year (2022-23)	First Prior Year (2023-24)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	209,458.84	248,845.22	292,919.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
	e. Available Reserves (Lines 1a through 1d)	209,458.84	248,845.22	292,919.00
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	557,914.46	498,597.67	628,637.00
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	557,914.46	498,597.67	628,637.00
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	37.5%	49.9%	46.6%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):		12.5%	16.6%	15.5%

¹Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000- 7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2021-22)	55,316.41	419,349.71	N/A	Met
Second Prior Year (2022-23)	(12,338.74)	310,648.49	4.0%	Met
First Prior Year (2023-24)	(15,618.00)	346,151.00	4.5%	Met
Budget Year (2024-25) (Information only)	(22,036.00)	426,831.00		

8C. Comparison of District Deficit Spending to the Standard

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

9. CRITERION: Fund and Cash Balances

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

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

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

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

District's Fund Balance Standard Percentage Level:

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

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

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)		Status
	Original Budget	Estimated/Unaudited Actuals			
Third Prior Year (2021-22)	242,924.46	299,971.45		N/A	Met
Second Prior Year (2022-23)	408,742.00	355,287.86		13.1%	Not Met
First Prior Year (2023-24)	344,252.00	342,949.00		4%	Met
Budget Year (2024-25) (Information only)	327,331.00				

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

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

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

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

Explanation:
(required if NOT met)

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)	643,358.00		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)

	(\$87,000 for districts with 0 to 1,000 ADA, else 0)	87,000.00	87,000.00	87,000.00
7.	District's Reserve Standard			
	(Greater of Line B5 or Line B6)	87,000.00	87,000.00	87,000.00

10C. Calculating the District's Budgeted Reserve Amount

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

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	0.00	0.00	0.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	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	0.00	0.00
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	272,036.00	248,517.00	211,146.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00	0.00	0.00
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	272,036.00	248,517.00	211,146.00
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	42.26%	38.42%	32.64%
District's Reserve Standard (Section 10B, Line 7):	87,000.00	87,000.00	87,000.00
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

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

Explanation:
(required if NOT met)

S5. Contributions

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

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

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

District's Contributions and Transfers Standard:

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

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

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

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2023-24)	(65,400.00)			
Budget Year (2024-25)	(58,663.00)	(6,737.00)	(10.3%)	Met
1st Subsequent Year (2025-26)	(59,237.00)	574.00	1.0%	Met
2nd Subsequent Year (2026-27)	(70,991.00)	11,754.00	19.8%	Met
1b. Transfers In, General Fund *				
First Prior Year (2023-24)	87,184.00			
Budget Year (2024-25)	154,391.00	67,207.00	77.1%	Not Met
1st Subsequent Year (2025-26)	157,027.00	2,636.00	1.7%	Met
2nd Subsequent Year (2026-27)	170,879.00	13,852.00	8.8%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2023-24)	131,608.00			
Budget Year (2024-25)	131,608.00	0.00	0.0%	Met
1st Subsequent Year (2025-26)	131,608.00	0.00	0.0%	Met
2nd Subsequent Year (2026-27)	131,608.00	0.00	0.0%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the general fund operational budget?

No

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

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

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

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

(required if NOT met)

1b. 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)

Transfers In, General Fund 2024-25 - The Transfers In have increased due to the district projecting to be fully staffed and elimination of one-time funding.

S6. Long-term Commitments

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

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

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

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

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

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		SACS Fund and Object Codes Used For:		Principal Balance
	Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	as of July 1, 2024	
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):

TOTAL:				0

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
Has total annual payment increased over prior year (2023-24)?	No	No	No	No

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)	<div>No</div>						
2	For the district's OPEB:							
	a. Are they lifetime benefits?	<div>No</div>						
	b. Do benefits continue past age 65?	<div>No</div>						
	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:	<div></div>						
3	a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?	<div></div>						
	b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund	<table><tr><td>Self-Insurance Fund</td><td>Governmental Fund</td></tr><tr><td><div></div></td><td><div></div></td></tr></table>			Self-Insurance Fund	Governmental Fund	<div></div>	<div></div>
Self-Insurance Fund	Governmental Fund							
<div></div>	<div></div>							
4	OPEB Liabilities							
	a. Total OPEB liability	<div></div>						
	b. OPEB plan(s) fiduciary net position (if applicable)	<div></div>						
	c. Total/Net OPEB liability (Line 4a minus Line 4b)	<div>0.00</div>						
	d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	<div></div>						
	e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	<div></div>						
5	OPEB Contributions	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)				
	a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	<div></div>	<div></div>	<div></div>				
	b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	<div>0.00</div>	<div></div>	<div></div>				
	c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	<div></div>	<div></div>	<div></div>				
	d. Number of retirees receiving OPEB benefits	<div></div>	<div></div>	<div></div>				

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	1.3	1.3	1.3	1.3

Certificated (Non-management) Salary and Benefit Negotiations

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

No

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

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

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

Negotiations Settled

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

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

If Yes, date of Superintendent and CBO certification:

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

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2024-25)

(2025-26)

(2026-27)

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

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

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

Negotiations Not Settled

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

873

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

7. Amount included for any tentative salary schedule increases

0	0	0
---	---	---

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

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

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

Yes	Yes	Yes
24,672	24,672	24,672
100.0%	100.0%	100.0%
0.0%	0.0%	0.0%

Certificated (Non-management) Prior Year Settlements

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

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

If Yes, explain the nature of the new costs:

No		
----	--	--

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Yes	No	No
707	0	0
(32.0%)	(100.0%)	0.0%

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

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

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
No	No	No
No	No	No

Certificated (Non-management) - Other

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

Negotiations Not Settled

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

629

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

7. Amount included for any tentative salary schedule increases

0	0	0
---	---	---

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

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

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

Yes	Yes	Yes
14,789	15,825	16,933
100.0%	100.0%	100.0%
7.0%	7.0%	7.0%

Classified (Non-management) Prior Year Settlements

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

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

If Yes, explain the nature of the new costs:

No		
----	--	--

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
768	822	798
100.0%	7.0%	(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?

No	No	No
No	No	No

Classified (Non-management) - Other

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

S9. Local Control and Accountability Plan (LCAP)

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

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

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

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

Yes
Jun 17, 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

			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	295,073.00	0.00	295,073.00	295,037.00	0.00	295,037.00	0.0%
2) Federal Revenue		8100-8299	0.00	32,239.00	32,239.00	0.00	23,434.00	23,434.00	-27.3%
3) Other State Revenue		8300-8599	946.00	97,959.00	98,905.00	1,300.00	128,996.00	128,296.00	29.7%
4) Other Local Revenue		8600-8799	12,730.00	11,515.00	24,245.00	12,730.00	11,220.00	23,950.00	-1.2%
5) TOTAL, REVENUES			308,749.00	141,713.00	450,462.00	309,067.00	161,650.00	470,717.00	4.5%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	31,155.00	65,647.00	96,802.00	75,659.00	60,215.00	135,874.00	40.4%
2) Classified Salaries		2000-2899	35,530.00	19,594.00	55,124.00	38,731.00	25,992.00	64,723.00	17.4%
3) Employee Benefits		3000-3999	19,494.00	30,221.00	49,715.00	56,088.00	58,215.00	114,303.00	129.9%
4) Books and Supplies		4000-4999	30,905.00	40,391.00	71,297.00	30,906.00	9,776.00	40,682.00	-42.9%
5) Services and Other Operating Expenditures		5000-5999	97,458.00	78,135.00	175,593.00	93,839.00	30,546.00	124,385.00	-29.2%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	48,498.00	48,498.00	0.00	32,161.00	32,161.00	-33.7%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			214,543.00	282,486.00	497,029.00	295,223.00	216,905.00	512,128.00	3.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			94,206.00	(140,773.00)	(46,567.00)	13,844.00	(55,255.00)	(41,411.00)	-11.1%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	87,184.00	0.00	87,184.00	154,391.00	0.00	154,391.00	77.1%
b) Transfers Out		7600-7629	131,608.00	0.00	131,608.00	131,608.00	0.00	131,608.00	0.0%
2) Other Sources/Uses									
a) Sources		6930-6979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(65,400.00)	65,400.00	0.00	(58,663.00)	58,663.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(109,824.00)	65,400.00	(44,424.00)	(35,860.00)	58,663.00	22,783.00	-151.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(15,618.00)	(75,373.00)	(90,991.00)	(22,036.00)	3,408.00	(18,628.00)	-79.5%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	342,949.00	150,575.00	493,524.00	327,331.00	75,202.00	402,533.00	-18.4%
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)			342,949.00	150,575.00	493,524.00	327,331.00	75,202.00	402,533.00	-18.4%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			342,949.00	150,575.00	493,524.00	327,331.00	75,202.00	402,533.00	-18.4%
2) Ending Balance, June 30 (E + F1e)			327,331.00	75,202.00	402,533.00	305,295.00	78,610.00	383,905.00	-4.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,250.00	0.00	2,250.00	2,250.00	0.00	2,250.00	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	75,202.00	75,202.00	0.00	78,610.00	78,610.00	4.5%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	325,081.00	0.00	325,081.00	303,045.00	0.00	303,045.00	-6.8%
Donations	0000	9780	100.00		100.00			0.00	
Fund Raising	0000	9780	121.00		121.00			0.00	
Block Grant	0000	9780	3,167.00		3,167.00			0.00	
Pupil Transportation	0000	9780	131,608.00		131,608.00			0.00	
Instructional Materials	0000	9780	20,000.00		20,000.00			0.00	
Professional Development	0000	9780	12,189.00		12,189.00			0.00	
School & Library Improvement	0000	9780	3,494.00		3,494.00			0.00	
Technology	0000	9780	20,000.00		20,000.00			0.00	
Deferred Maintenance	0000	9780	128,853.00		128,853.00			0.00	
State Lottery Revenue	1100	9780	5,549.00		5,549.00			0.00	
Donations	0000	9780			0.00	200.00		200.00	
Fund Raising	0000	9780			0.00	121.00		121.00	
Block Grant	0000	9780			0.00	3,167.00		3,167.00	
Pupil Transportation	0000	9780			0.00	131,608.00		131,608.00	
Instructional Materials	0000	9780			0.00	20,000.00		20,000.00	
Professional Development	0000	9780			0.00	9,689.00		9,689.00	
School & Library Improvement	0000	9780			0.00	3,494.00		3,494.00	

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)	
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			295,073.00	0.00	295,073.00	295,037.00	0.00	295,037.00	0.0%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	2,507.00	2,507.00	0.00	2,711.00	2,711.00	8.1%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	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		0.00	0.00		0.00	0.00	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		932.00	932.00		932.00	932.00	0.0%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		0.00	0.00		0.00	0.00	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	28,800.00	28,800.00	0.00	19,791.00	19,791.00	-31.3%
TOTAL, FEDERAL REVENUE			0.00	32,239.00	32,239.00	0.00	23,434.00	23,434.00	-27.3%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	215.00	0.00	215.00	215.00	0.00	215.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	708.00	288.00	996.00	1,062.00	432.00	1,494.00	50.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	23.00	97,671.00	97,694.00	23.00	126,564.00	126,587.00	29.6%
TOTAL, OTHER STATE REVENUE			946.00	97,959.00	98,905.00	1,300.00	126,996.00	128,296.00	29.7%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	1,300.00	0.00	1,300.00	1,300.00	0.00	1,300.00	0.0%
Books and Other Reference Materials		4200	900.00	0.00	900.00	900.00	0.00	900.00	0.0%
Materials and Supplies		4300	23,706.00	25,391.00	49,097.00	23,706.00	9,776.00	33,482.00	-31.8%
Noncapitalized Equipment		4400	0.00	15,000.00	15,000.00	0.00	0.00	0.00	-100.0%
Food		4700	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
TOTAL, BOOKS AND SUPPLIES			30,906.00	40,391.00	71,297.00	30,906.00	9,776.00	40,682.00	-42.9%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	437.00	437.00	0.00	437.00	437.00	0.0%
Travel and Conferences		5200	5,340.00	1,705.00	7,045.00	5,340.00	265.00	5,605.00	-20.4%
Dues and Memberships		5300	769.00	0.00	769.00	769.00	0.00	769.00	0.0%
Insurance	5400 - 5450		3,920.00	0.00	3,920.00	3,920.00	0.00	3,920.00	0.0%
Operations and Housekeeping Services		5500	7,969.00	0.00	7,969.00	8,367.00	0.00	8,367.00	5.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	2,880.00	0.00	2,880.00	2,880.00	0.00	2,880.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	(5,312.00)	5,312.00	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	70,935.00	75,993.00	146,928.00	71,955.00	24,532.00	96,487.00	-34.3%
Communications		5900	5,645.00	0.00	5,645.00	5,920.00	0.00	5,920.00	4.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			97,458.00	78,135.00	175,593.00	93,839.00	30,546.00	124,385.00	-29.2%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	48,498.00	48,498.00	0.00	32,161.00	32,161.00	-33.7%
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	48,498.00	48,498.00	0.00	32,161.00	32,161.00	-33.7%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	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			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			214,543.00	282,486.00	497,029.00	295,223.00	216,905.00	512,128.00	3.0%
INTERFUND TRANSFERS									

			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	295,073.00	0.00	295,073.00	295,037.00	0.00	295,037.00	0.0%
2) Federal Revenue		8100-8299	0.00	32,239.00	32,239.00	0.00	23,434.00	23,434.00	-27.3%
3) Other State Revenue		8300-8599	946.00	97,959.00	98,905.00	1,300.00	128,996.00	128,296.00	29.7%
4) Other Local Revenue		8600-8799	12,730.00	11,515.00	24,245.00	12,730.00	11,220.00	23,950.00	-1.2%
5) TOTAL, REVENUES			308,749.00	141,713.00	450,462.00	309,067.00	161,650.00	470,717.00	4.5%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600- 7699	44,459.00	120,153.00	164,612.00	38,733.00	132,831.00	171,564.00	4.2%
2) Instruction - Related Services	2000-2999		37,923.00	0.00	37,923.00	42,643.00	0.00	42,643.00	12.4%
3) Pupil Services	3000-3999		36,878.00	937.00	37,815.00	40,048.00	937.00	40,985.00	8.4%
4) Ancillary Services	4000-4999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	91,763.00	91,763.00	0.00	46,766.00	46,766.00	-49.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		35,832.00	6,135.00	41,967.00	113,684.00	4,210.00	117,894.00	180.9%
8) Plant Services	8000-8999		59,451.00	15,000.00	74,451.00	60,115.00	0.00	60,115.00	-19.3%
9) Other Outgo	9000-9999		0.00	48,498.00	48,498.00	0.00	32,161.00	32,161.00	-33.7%
10) TOTAL, EXPENDITURES			214,543.00	282,486.00	497,029.00	295,223.00	216,905.00	512,128.00	3.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			94,206.00	(140,773.00)	(46,567.00)	13,844.00	(55,255.00)	(41,411.00)	-11.1%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	87,184.00	0.00	87,184.00	154,391.00	0.00	154,391.00	77.1%
b) Transfers Out		7600-7629	131,608.00	0.00	131,608.00	131,608.00	0.00	131,608.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(65,400.00)	65,400.00	0.00	(58,663.00)	58,663.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(109,824.00)	65,400.00	(44,424.00)	(35,880.00)	58,663.00	22,783.00	-151.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(15,618.00)	(75,373.00)	(90,991.00)	(22,036.00)	3,408.00	(18,628.00)	-79.5%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	342,949.00	150,575.00	493,524.00	327,331.00	75,202.00	402,533.00	-18.4%
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)			342,949.00	150,575.00	493,524.00	327,331.00	75,202.00	402,533.00	-18.4%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			342,949.00	150,575.00	493,524.00	327,331.00	75,202.00	402,533.00	-18.4%
2) Ending Balance, June 30 (E + F1e)			327,331.00	75,202.00	402,533.00	305,295.00	78,610.00	383,905.00	-4.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,250.00	0.00	2,250.00	2,250.00	0.00	2,250.00	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	75,202.00	75,202.00	0.00	78,610.00	78,610.00	4.5%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	325,081.00	0.00	325,081.00	303,045.00	0.00	303,045.00	-6.8%
Donations	0000	9780	100.00		100.00			0.00	
Fund Raising	0000	9780	121.00		121.00			0.00	
Block Grant	0000	9780	3,167.00		3,167.00			0.00	
Pupil Transportation	0000	9780	131,608.00		131,608.00			0.00	
Instructional Materials	0000	9780	20,000.00		20,000.00			0.00	
Professional Development	0000	9780	12,189.00		12,189.00			0.00	
School & Library Improvement	0000	9780	3,494.00		3,494.00			0.00	
Technology	0000	9780	20,000.00		20,000.00			0.00	
Deferred Maintenance	0000	9780	128,853.00		128,853.00			0.00	
State Lottery Revenue	1100	9780	5,549.00		5,549.00			0.00	
Donations	0000	9780			0.00	200.00		200.00	
Fund Raising	0000	9780			0.00	121.00		121.00	
Block Grant	0000	9780			0.00	3,167.00		3,167.00	
Pupil Transportation	0000	9780			0.00	131,608.00		131,608.00	
Instructional Materials	0000	9780			0.00	20,000.00		20,000.00	
Professional Development	0000	9780			0.00	9,689.00		9,689.00	

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
2600	Expanded Learning Opportunities Program	62,184.00	66,509.00
6300	Lottery: Instructional Materials	4,222.00	4,654.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	2,698.00	1,349.00
7435	Learning Recovery Emergency Block Grant	6,098.00	6,098.00
Total, Restricted Balance		75,202.00	78,610.00

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			250,383.06		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			250,383.06		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	1,900.00	1,900.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,900.00	1,900.00	0.0%
TOTAL, REVENUES			1,900.00	1,900.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	131,608.00	131,608.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			131,608.00	131,608.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	87,184.00	154,391.00	77.1%
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			87,184.00	154,391.00	77.1%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			44,424.00	(22,783.00)	-151.3%

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

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			206,492.54		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			206,492.54		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	2,400.00	2,400.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,400.00	2,400.00	0.0%
TOTAL, REVENUES			2,400.00	2,400.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%

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

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

MULTI-YEAR BUDGET PROJECTION

MAPLE CREEK ELEMENTARY SCHOOL DISTRICT									
ALL FUNDS BUDGET ADOPTION MULTI-YEAR PROJECTION FISCAL YEAR 2025-26						5/31/2024			
	General Fund/TOTALS Unrestricted	General Fund/TOTALS Restricted	General Fund/TOTALS Total	----- SPECIAL REVENUE FUNDS -----			----- OTHER FUND TYPES -----		
				Cafeteria Fund	Special Reserves	Bond Construction	School Facilities	Capital Outlay	Retiree Fund
A. REVENUES	\$ 295,114	\$ 23,434	\$ 295,114	\$	\$	\$	\$	\$	\$
Local Control Funding Formula									
Federal Sources		23,434	23,434						295,114
Other State Sources	1,300	126,995	128,295						23,434
Other Local Sources	12,730	11,220	23,950		1,900		2,400		128,295
Total Revenue	309,144	161,649	470,793		1,900		2,400		28,250
B. EXPENDITURES									475,093
Certificated Salaries	75,659	60,215	135,874						135,874
Classified Salaries	39,205	26,340	65,545						65,545
Employee Benefits	56,939	58,875	115,814						115,814
Supplies	30,906	9,775	40,681						40,681
Services & Other Operating	94,653	30,546	125,199						125,199
Capital Outlay									
Other Outgo		32,161	32,161						32,161
Support Costs									
Total Expenditures	297,362	217,912	515,274						515,274
C. EXCESS REVENUES (EXPENDITURES)	11,782	(56,263)	(44,481)		1,900		2,400		(40,181)
D. OTHER FINANCING SOURCES/USES									
Interfund Transfers In	157,027		157,027		131,608				288,635
Interfund Transfers Out	(131,608)		(131,608)		(157,027)				(288,635)
Other Sources									
Other Uses	(59,237)	59,237							
Contributions									
Total Other Sources (Uses)	(33,818)	59,237	25,419		(25,419)				
E. FUND BALANCE INCREASE (DECREASE)	(22,036)	2,974	(19,062)		(23,519)		2,400		(40,181)
F. ADJUSTED BEGINNING BALANCE	305,295	78,610	383,905		272,036		215,978		871,919
G. ENDING BALANCE	\$ 283,259	\$ 81,584	\$ 364,843	\$	\$ 248,517	\$	\$ 218,378	\$	\$ 831,738
District Reserve of 38.42% includes:									
General Fund Designated for Economic Uncertainty:									
Special Reserve Fund Ending Balance: \$ 248,517									
TOTAL: \$ 248,517									
Total General Fund Expenditures, Transfers out and Uses \$646,882									
Recommended Minimum Reserve Calculation at 5%: \$87,000									
Budgeted Reserve Level: 38.42%									

MAPLE CREEK ELEMENTARY SCHOOL DISTRICT
CASH FLOW WORKSHEET -- GENERAL FUND (INCLUDES RESERVE)

2024-2025

Actuals through the month of:	0	1	2	3	4	5	6	7	8	9	10	11	12	Accruals
Before FY start	July	August	September	October	November	December	January	February	March	April	May	June		
Beginning Cash	681,277	703,383	725,947	689,336	682,581	646,320	685,711	698,103	693,995	685,348	649,974	654,785		
Local Control Funding Formula														
Federal Revenues	35,513	35,513	40,053	35,513	-	4,540	33,263	16,290	20,830	16,290	31,272	25,959	-	-
State Revenues	-	-	-	-	-	233	-	9,896	233	-	-	5,181	7,892	-
Local Revenues	66	66	66	439	32	75,000	123	30	30	403	30	51,266	747	-
Sources	860	857	4,653	(891)	146	146	4,406	508	508	508	5,529	7,045	1,575	-
Receivables	5,066	517	(267)	1,610	-	267	4,184	-	429	-	(0)	-	-	-
1000	2,712	2,712	11,497	12,997	12,455	12,452	12,191	12,802	11,531	17,455	13,567	13,504	-	-
2000	1,938	2,375	7,993	7,093	8,190	7,827	3,120	5,407	3,844	5,453	5,298	6,184	-	-
3000	4,778	1,832	8,469	9,819	10,224	9,803	7,989	8,400	7,679	9,554	8,376	27,380	-	-
4000	6,013	3,059	4,892	1,619	3,349	1,225	3,110	1,036	4,033	3,771	678	7,897	-	-
5000	3,958	4,411	48,266	11,897	2,221	9,487	3,174	3,186	3,589	16,342	4,101	13,751	-	-
6000	-	-	-	-	-	-	-	-	-	-	-	32,161	-	-
7000	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TF in	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TF out	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Uses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payables	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TRANS Note Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Balance	703,383	725,947	689,336	682,581	646,320	685,711	698,103	693,995	685,348	649,974	654,785	643,358		

Total Projected Receivables (including deferred appropriations if any): 10,214
Final Projected Cash Balance General/Charter Fund, TRANS, Reserve: **\$643,358**

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM #: 5.4

DATE: June 14, 2024

SUBJECT:

Approve Submission of the 2024-2025 Maple Creek Elementary School District Consolidated Application for Categorical Funding.

DEPARTMENT/PROGRAM:

Board of Education

ACTION REQUESTED:

The Board is being asked to approve the Submission of the 2024-2025 Maple Creek Elementary School District Consolidated Application for Categorical Funding.

PREVIOUS STAFF/BOARD ACTION:

The Board annually approves this item.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Governing Board approval will enable the district to receive categorical funds for the 2024-2025 school year. Assurances and copies of reports that have been submitted electronically to the California Department of Education are available upon request.

FISCAL IMPLICATIONS:

CONTACT PERSON(S):

Colby Smart, Interim Superintendent

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM #: 5.5

DATE: June 14, 2024

SUBJECT:

Approve 2024-2025 Contract for Superintendent.

DEPARTMENT/PROGRAM:

Board of Education

ACTION REQUESTED:

The Board is being asked to approve the 2024-2025 contract for the Superintendent.

PREVIOUS STAFF/BOARD ACTION:

The Board annually approves this item.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

For the 2023-2024 school year, Dr. Colby Smart, Deputy Superintendent for Humboldt County Office of Education, has been the Interim Superintendent for Maple Creek Elementary School District. Superintendent interviews were conducted on May 28th, 2024. At the June 7, 2024 Special Meeting, the Board approved Smart to begin contract negotiations with the chosen applicant.

FISCAL IMPLICATIONS:

CONTACT PERSON(S):

Colby Smart, Interim Superintendent

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM #: 5.6

DATE: June 14, 2024

SUBJECT:

Approve 2024-2025 Transportation Agreement with Northern Humboldt Union High School District.

DEPARTMENT/PROGRAM:

Board of Education

ACTION REQUESTED:

The Board is being 2024-2025 Transportation Agreement with Northern Humboldt Union High School District.

PREVIOUS STAFF/BOARD ACTION:

The Board annually approves this item.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

FISCAL IMPLICATIONS:

CONTACT PERSON(S):

Colby Smart, Interim Superintendent

6. **Execution in Counterparts:**

This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.

7. **Authorization:**

Each individual executing this Agreement, or its counterpart, on behalf of the respective party, warrants that he/she is authorized to do so and that this Agreement constitutes the legally binding obligation of the entity which he/she represents.

8. **No Third Part Beneficiaries:**

Nothing in this Agreement shall be construed to create any duty or any liability to any person or entity not at party to this Agreement.

9. **Additional Conditions:**

- A. While providing services under this Agreement, **NHUSD** is an independent contractor and not an officer, agent, or employee of **(MCS)**. **NHUSD** shall not perform any services otherwise provided for under this Agreement if specifically not requested to do so by **(MCS)**, nor interfere with the policy-making functions of **(MCS)** unless expressly requested to do so. The parties also understand that some of the services to be performed under this Agreement may require additional express written authorization from **(MCS)** and will not be performed unless and until such authorization is given.
- B. **NHUSD** shall hold harmless, defend and indemnify **(MCS)** from and against any liability, claim, action, cost, damage or loss for injury, including death, to any person or damage to any property to the extent that such is caused by, or results from, the negligence or misconduct of **NHUSD** or its officers, agents, or employees or others under its control. This obligation shall continue beyond the term of this Agreement as to any act or omission which occurred during or under this Agreement.
- C. **(MCS)** shall hold harmless, defend and indemnify **NHUSD** from and against any liability, claim, action, cost, damage or loss for injury, including death, to any person or damage to any property to the extent that such is caused by, or results from, the negligence or misconduct of **(MCS)** or its officers, agents, or employees or others under its control. This obligation shall continue beyond the term of this Agreement as to any act or omission which occurred during or under this Agreement.
- D. This Agreement may be terminated at any time by either party upon thirty (30) days prior written notice. Any notice of termination shall be transmitted via hand delivery, facsimile or U.S. mail.

10. **Scope of Work and Compensation:**

As full compensation for all services contemplated by this Agreement, **NHUSD** shall receive the following from **(MCS)**: **(Mark with a "X" all that apply and NA for those that don't apply as in 1 above)**

service requiring time outside of regular business hours, 7:30 AM to 4:30 PM, will be charged time and one-half, \$150.00* per hour mechanic billed in quarter hour increments.

 X **V. Fuel Agreement:**

NHUHSD shall provide renewable diesel fuel for (MCSD) vehicles.

Costs will be calculated based on the current bulk rate price charged to NHUHSD plus 20% per gallon handling fee. All fuel use reports are the responsibility of (MCSD)

 VI. Bus Storage:

NHUHSD will provide the facilities for storage for (MCSD) vehicles based on available space.

The storage rate is \$100.00 per month per vehicle for a bus.

The storage rate is \$50.00 per month per vehicle for a van.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the days and year first written above.

FOR:

FOR:

MAPLE CREEK SCHOOL DISTRICT

NORTHERN HUMBOLDT UNION HSD

President, Board of Trustees

Natalie Giannini, President, Board of Trustees

Date: _____

Date: _____

Superintendent

Roger Macdonald, Superintendent

Date: _____

Date: _____

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM #: 5.7

DATE: June 14, 2024

SUBJECT:

Approve 2024-2025 Maple Creek Elementary School District Violence Prevention Plan.

DEPARTMENT/PROGRAM:

Board of Education

ACTION REQUESTED:

The Board is being asked to approve the 2024-2025 Maple Creek Elementary School District Violence Prevention Plan.

PREVIOUS STAFF/BOARD ACTION:

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

FISCAL IMPLICATIONS:

None.

CONTACT PERSON(S):

Colby Smart, Interim Superintendent

**MAPLE CREEK ELEMENTARY SCHOOL
JUNE 14, 2024
BOARD OF TRUSTEES MEETING**

6.0 INFORMATION/DISCUSSION/ACTION ITEMS

6.1 Report on Local Indicators - No Attachment

6.2 Information on Greenhouse Installation at Maple Creek Elementary
School - No Attachment

6.3 Superintendent Report - No Attachment

6.4 Staff Report - No Attachment