

# OAK VALLEY UNION ELEMENTARY SCHOOL DISTRICT

## REGULAR MEETING of the GOVERNING BOARD

Tuesday, June 8, 2021

Minutes

**TIME: 2:00pm (Revised time)    PLACE: District Conference Room**

**CALL TO ORDER AND ROLL CALL @ 2:03**

### **BOARD MEMBERS:**

Mr. Doug Mederos, President	Present
Mr. John Mendonca, Clerk	Present
Mr. Joey Benevedes, Trustee	Present
Mr. Mark Nunes, Trustee	Present
Mr. Joseph Meneses, Trustee	Late

### **PLEDGE OF ALLEGIANCE**

#### **(1.0) APPROVAL OF AGENDA**

*Approval of amended agenda with the removal of 7.6.*

Motion by M. Nunes    Second J. Benevedes    ACTION (4-0 )

#### **(2.0) APPROVAL OF MINUTES**

The minutes of the regular meeting held on May 25, 2021 are presented for Board approval.

Motion by J. Mendonca    Second J. Benevedes    ACTION (4-0 )

#### **(3.0) QUESTIONS FROM THE FLOOR AND INTRODUCTIONS OF GUESTS**

At this time, any person wishing to speak to any item not on the agenda for this meeting may be granted **(5) minutes** to speak to the Board with a maximum time of 15 minutes per item, unless otherwise extended by the board.

**(Action cannot be taken on anything that is not already on the agenda).**

Visitor present, Heduina Alves, Custodian. She wanted to make a statement to the board in regards to her termination. She stated that she had worked her for 10 years and that the pictures used in her termination were not time stamped and that they could have been of any dirty surface. She also stated that she did not tamper with the district message machine and that she cleaned 14 rooms in 5.75 hours. She feels that she did a good job.

#### **(4.0) CORRESPONDENCE: NONE**

#### **(5.0) ADMINISTRATATORS' REPORTS**

1. *Superintendent's Report* NONE

2. *Principal's Report*

Quick over view of graduation and end of the year activities.

**(6.0) BUSINESS SERVICES**

- 1.) Approval authorization to pay vouchers as presented.

Motion by J. Mendonca      Second J. Benevedes      ACTION ( 4-0)

- 2.) Approval of Budget Revisions as presented. NONE

Motion by \_\_\_\_\_ Second \_\_\_\_\_ ACTION (      )

**(7.0) DISTRICT ADMINISTRATION**

- 1.) Approve Employment of Substitute Teachers for the 2021-2022 SY.  
*Supt Pilgrim explained this is an annual document that needs to be approved in order to employ substitutes next school year.*

Motion by M. Nunes      Second J. Mendonca      ACTION ( 4-0 )

- 2.) Hold Public Hearing for Oak Valley Union Elementary School District's 2021-2024 Local Control Accountability Plan (LCAP) and LCAP/LCP Annual Update.  
*Supt. Pilgrim reviewed the LCAP (BOP, Annual update, and new LCAP) in detail. Discussion on its contents and questions answered.*

- 3.) Hold Public Hearing for Oak Valley Union Elementary School District's 2021-2022 Fiscal Budget.  
*Orlanda Meneses, Business Officer, reviewed the multi-year projections in detail. She answered questions from the board.*

- 4.) Hold Public Hearing for Spending Determination for Funds Received from EPA for 2021-2022 Fiscal Year  
*Orlanda Meneses, Business Officer, reviewed the EPA account and indicated that all funds are spent on teachers and none on administration.*

- 5.) Hold Public Hearing on SB 858 Excess of State Recommended Reserves Disclosure for Proposal of 2021-2022 Budget  
*Orlanda Meneses, Business Officer, reviewed this document that details how the reserves are being allocated for future use.*

- 6.) Public Employee Dismissal  
*Item removed during amended agenda approval.*

**(8.0) CLOSED SESSION**

- 1.) Employment, Resignations, Transfers, etc. of Certificated and Classified Personnel (Gov. Code, § 54957)
- 2.) Public Employee Discipline/Dismissal/Release (Government Code section 54957)



**(9.0) RECONVENE IN REGULAR SESSION**

- 1.) Employment, Resignations, Transfers, etc. of Certificated and Classified Personnel (Gov. Code, § 54957)

**Resignations**

Malaine Mendonca, Instructional Aide  
Diana Gutierrez, Parent Liaison

**Certificated Hires**

Kelsie Pitliano, Ag Science Teacher, full time, K-8<sup>th</sup> grade

Motion by J. Mendonca      Second M. Nunes      ACTION (5-0 )

- 2.) Public Employee Discipline/Dismissal/Release (Government Code section 54957)  
*Supt. Pilgrim presented the charges against Heduina Alves, Custodian, in closed session and is recommending her termination.*

Ayes   5   Noes   0   Abstain   0   Absent   0  

**(10.0) ORGANIZATIONAL BUSINESS**

(Consideration of any item any member of the Board wishes to place on the Agenda for the next meeting.)

Architect to discuss parking lot project.

**(11.0) ADJOURNMENT@ 4:26pm**

Motion by J. Mendonca      Second J. Meneses      ACTION (5-0 )

**ANNOUNCEMENT OF NEXT REGULAR BOARD MEETING**

**June 22, 2021 @ 4:00 pm District conference room**

This agenda may be made available in an appropriate alternative format for a person with a disability, upon request. If a disability-related modification or accommodation, including auxiliary aids or services, is needed, please contact **Heather Pilgrim, Ed.S., Superintendent**, at least one week in advance of the meeting, at **688-2909**. Requests made closer to the meeting may not be able to be accommodated.

# Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Oak Valley Union Elementary School District	Heather Pilgrim, Ed.S. Superintendent	h.pilgrim@oakvalleyschool.org 559-688-2908

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.



### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

## Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

### Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

#### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.



Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics-Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

## OPTION 2: Reflection Tool

### Recently Adopted Academic Standards and/or Curriculum Frameworks

#### 1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science		2			

#### 2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science		2			

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science		2			

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards				4	
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language	1				



## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

### Optional Narrative (Limited to 1,500 characters)

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

During the end of the first year of this administration, 19/20SY, the pandemic hit and then continued to disrupt the second school year, 20/21SY, for this administration. The Superintendent nor the principal have been at Oak Valley UESD a full "normal" year. Plans for continuous growth in programs and accountability were placed on hold in order to support students, families, and staff through the pandemic and a new style of learning through distant and hybrid environments. Although through the turmoil, the district has been able not only to support teachers in a new style of teaching (distant and hybrid) but also was able to move forward in identifying writing goals for the district as well as deciding on a new History/Social Studies adoption for the 21/22SY. This administration is hopeful for a normal, uninterrupted year of learning and support for all.

## Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

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

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

- 1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
- 2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including



families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

### Building Relationships

Rating Scale (lowest to highest) -

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

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.		2			
2. Rate the LEA's progress in creating welcoming environments for all families in the community.		2			
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.		2			
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.			3		

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Oak Valley has always been known for its small, family-like environment due to its small size. Although, through various parent surveys it has been recognize that there is a small group of ELL families that do not feel supported and do not feel comfortable in talking with their teacher. This could be due to a language barrier but also because of a cultural barrier. The district does have a Parent Liaison and a Bilingual Aide that help with making connections with bilingual families but this is an area that can continue to be developed.



## Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

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

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	1				
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The SPED department, which is run by the county office of education, does an outstanding job communicating and meeting with families. They spend ample time discussing with parents how their child is performing and explains various avenues to support their child at home. The Family Resource Center has provided families with online training in various topics such as helping their child with distant learning, and how to use the technology that was sent home. The Parent Liaison has also worked diligently at making contact with our homeless parents, migrant parents, and ELL parents. Twice a year teachers meet with 100% of their parents during parent conferences. For this year it occurred virtually and participation continues to be 100%. Bilingual assistants are available for all parent conferences in order to ensure high quality communication. There is one area that we can improve upon and that is in providing professional learning and support to teachers and the principal to improve our capacity to partner with families to ensure their feeling of being welcome. Parents have indicated that they would like to participate more in the classroom but some feel that they are not welcome. This may be due to a cultural difference, lack of relationship building between parent and teacher, or just lack of opportunity. This is where professional training could benefit Oak Valley.

### Seeking Input for Decision Making

Rating Scale (lowest to highest) -

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



Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.		2			
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.		2			
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.		2			
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.		2			

#### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Parent involvement at Oak Valley UESD is limited to the same parents and the district needs to do a better job at extending its opportunities for parents to participate in the decision making process of the district. Parents need to understand their role in this process. This is where training opportunities on best practices to get parents more involved would be helpful. Merely inviting parents to meet at various time throughout the year is not working. Very few parents show up to SSC/ELAC, Principal Forum, and our Superintendent lunches. One area of change for the 2021-2022 is that we will be adding Parent Square, an online app that will communicate more frequently and effectively to parents.

#### School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The district opted to participate in a different survey called Youth Truth for the 2020-2021SY. This survey dug a little deeper into more controversial topics such as diversity and socio-emotional well-being. It was important that these questions were asked of our youth because of the pandemic and needing a deeper look into the emotional wellbeing of our students. Previous California Healthy Kids Surveys were useful in previous years but with the changes, the Youth Truth survey this current year will be the baseline for future data points.



The findings were broken up by 4th/5th grade responses and 6th-8th grade responses and the district decided to hone in on 4 areas: 1) feeling safe at school, 2) feeling connected to the school, 3) the presence of a caring adult, and for 6th-8th grade only 4) diversity in posters, publications, textbooks, and content. The survey was extensive but for this report, the district will focus on just these four areas.

#### DATA:

- 1) Feeling safe at school: 4/5th grade 79%, 6-8th grade 79%
- 2) Connectedness to school: 4/5th grade 72%, 6-8th grade 60%
- 3) Presence of a Caring adult: 4th/5th grade 55%, 6-8th grade 45%
- 4) Diversity in posters, publications, textbooks, and content: 6-8th grade 35%

#### MEANING

The survey did not provide disaggregated results by student group.

79% of students feel safe at school. Being able to dissect deeper into why the only 21% do not feel safe is important to know. All children should feel safe when coming to school. If this has anything to do with bullying or acceptance for who we are, I would hope that our work with PBIS, Character Counts, and Leadership Development will improve these percentages in future years.

School Connectedness low percentage at the middle school level is typical of pubescent children but that does not mean we can't work to improve in this area. Offering students a broad course of studies can improve how students feel about attending school. The district is working on improving elective course offerings creating new electives in order to meet the creative needs of our students, although this can be a difficult task at a small rural K-8 school district. One of the ideas is to offer an Ag Science pathway utilizing the 4H curriculum and hiring a teacher that specifically teaches the content to TK thru the 8th grade by being a Ag resource teacher to TK-5th grade and an elective teacher for 6th-8th grade. Students can utilize the garden that is currently being created along with the outdoor classroom in the garden. The goal would be to create leadership qualities within our students utilizing the agriculture sciences that surround the school community.

The presence of a caring adult probably has been a difficult relationship to build within the last year due to distance and hybrid learning. But the district has added a school counselor this year and this is an area that she can focus on to ensure that students see her has a caring adult that can meet their mental health needs.

### Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)



The Oak Valley Middle School (6th-8th grade) offers a variety of electives and prides itself on offering courses in VAPA, Agriculture, STEM, and Leadership. We have a scheduling system for the middle school students that ensures that all students have the opportunity to be exposed to two elective courses. Although, ELD students, due to scheduling conflicts and staffing, are limited in only having one elective versus an English only student having access to 2 electives. SPED students are not hindered in taking multiple electives because their support comes in the morning during core content times. The district is implementing an Intervention Department made up of a specialist and 4 paraprofessionals in order to focus in on TK-3rd grade interventions to increase the amount of reclassifications prior to an ELL becoming a Long Term ELL. In the end this will all reclassified ELL's to have two period of electives while in middle school.

Our TK-5th grade have opportunities to participate in Art, STEM, and Music during their teachers prep time. The goal is to hire an Agricultural teacher to implement a robust 4H program for 1st thru 8th grade. The district has also converted a computer lab into a STEM lab in order to expose all children to maker's space, robotics, and problem solving activities with their peers.

In addition, the district is budgeting for more standards-based field trip opportunities for each grade level and staying consistent each year with the same field trips so that students can get excited and look forward to where they will go next in their next grade level. The library is getting a make-over with new furniture, technology, and increasing the part-time library tech to full time in order to expose our students to experiences such as virtual Author Talks, virtual field trips, and maker's space. A small rural school may be limited by staffing, but we can get creative with exposing our children to a broad course of curriculum through virtual and in person field trip experiences.

**Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)**

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

- Rating Scale (lowest to highest) -
 

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of					



Coordinating Instruction	1	2	3	4	5
their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

### Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					



Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

## Accounts Payable Final Prelist - 6/11/2021 8:01:27AM

\*\*\* FINAL \*\*\*

Batch No 359

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
013740	AMERICAN FIDELITY ASSURANCE AMERICAN FIDELITY ASSURANCE	PV-210535	5/1/2021 5/1/2021		MAY MAY		010-00000-0-00000-00000-95024-0-0000 010-00000-0-00000-00000-95024-0-0000	\$95.38 \$56.98	G G	
Total Check Amount:								\$152.36		
011609	CALIFORNIA DEPT OF EDUCATION	PV-210519	6/3/2021		21-SF-38539		130-53100-0-00000-37000-47000-0-0000	\$57.00		
Total Check Amount:								\$57.00		
013336	CENTRAL CALIFORNIA ELECTRONICS	PV-210520	5/24/2021		25443		010-00000-0-00000-82000-56000-0-0000	\$553.19		
Total Check Amount:								\$553.19		
013390	ENVIRO CLEAN	PV-210521	5/12/2021		0132405		010-00000-0-00000-82000-43000-0-0000	\$1,273.61		
Total Check Amount:								\$1,273.61		
014035	FIRST QUALITY PRODUCE FIRST QUALITY PRODUCE FIRST QUALITY PRODUCE FIRST QUALITY PRODUCE FIRST QUALITY PRODUCE	PV-210522	5/24/2021 5/24/2021 5/24/2021 5/24/2021 5/24/2021		368352-742-9066 368352-742-9066 368352-742-9066 368352-742-9066 368352-742-9066		130-53100-0-00000-37000-47000-0-0000 130-53100-0-00000-37000-47000-0-0000 130-53100-0-00000-37000-47000-0-0000 130-53100-0-00000-37000-47000-0-0000 130-53100-0-00000-37000-47000-0-0000	\$721.00 (\$89.00) \$567.90 (\$28.25) \$18.00		
Total Check Amount:								\$1,189.65		
013789	HANCOCK A/C & HEATING	PV-210523	6/2/2021		54497829		010-00000-0-00000-82000-56000-0-0000	\$95.00		
Total Check Amount:								\$95.00		
014047	ONPOINT	PV-210524	5/7/2021		5722/5641-SALES TAX		010-58141-0-11100-10000-43000-0-0000	\$14,848.85		
Total Check Amount:								\$14,848.85		
014039	P&R PAPER SUPPLY COMPANY, INC P&R PAPER SUPPLY COMPANY, INC P&R PAPER SUPPLY COMPANY, INC	PV-210525	5/17/2021 5/17/2021 5/17/2021		10953281-58690 10953281-58690 10953281-58690		130-53100-0-00000-37000-43000-0-0000 130-53100-0-00000-37000-43000-0-0000 130-53100-0-00000-37000-43000-0-0000	\$338.75 \$495.76 (\$200.00)		
Total Check Amount:								\$634.51		
014076	RES-COM PEST CONTROL	PV-210527	6/5/2021		1933305		010-00000-0-00000-82000-56000-0-0000	\$150.00		



## Accounts Payable Final Prelist - 6/11/2021 8:01:27AM

\*\*\* FINAL \*\*\*

Batch No 359

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
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Total Check Amount: \$150.00

014077	RIGO SIGNS	PV-210526	6/7/2021		19376		010-00000-0-00000-27000-43000-0-0000	\$273.33		
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Total Check Amount: \$273.33

013829	SISC III	PV-210528	6/1/2021		JUNE		010-00000-0-00000-00000-95028-0-0000	\$1,594.80	G	
	SISC III		6/1/2021		JUNE		010-00000-0-00000-00000-95024-0-0000	\$62,917.43	G	

Total Check Amount: \$64,512.23

012489	SOUTHERN CALIF EDISON	PV-210532	5/6/2021		APR4-MAY4		010-00000-0-00000-82000-55000-0-0000	\$7,483.55		
	SOUTHERN CALIF EDISON	PV-210533	6/6/2021		MAY5-JUNE3		010-00000-0-00000-82000-55000-0-0000	\$11,054.09		

Total Check Amount: \$18,537.64

013693	TULARE COUNTY SUPT. OF SCHOOLS	PV-210529	4/5/2021		211-459/559		010-00000-0-00000-72000-58000-0-0000	\$3,600.00	L	
	TULARE COUNTY SUPT. OF SCHOOLS		4/5/2021		211-459/559		010-00000-0-00000-72000-52000-0-0000	\$15.00	L	
	TULARE COUNTY SUPT. OF SCHOOLS	PV-210530	4/5/2021		211719/831		010-00000-0-11100-10000-58000-0-0000	\$100.00		
	TULARE COUNTY SUPT. OF SCHOOLS		4/5/2021		211719/831		010-00000-0-11100-10000-58000-0-0000	\$40.00		
	TULARE COUNTY SUPT. OF SCHOOLS	PV-210531	4/29/2021		211910		010-74250-0-11100-10000-58000-0-0000	\$500.00		

Total Check Amount: \$4,255.00

013634	VISALIA UNIFIED SCHOOL DIST.	PV-210534	6/8/2021		923		010-07230-0-00000-36000-58000-0-0000	\$4,505.60	L	
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Total Check Amount: \$4,505.60

Accounts Payable Final Prelist - 6/11/2021 8:01:27AM

\*\*\* FINAL \*\*\*

Batch No 359

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
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Total District Payment Amount: \$111,037.97



Accounts Payable Final Prelist - 6/11/2021 8:01:27AM

\*\*\* FINAL \*\*\*

Batch No 359

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
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Batch No 359

Total Accounts Payable:

\$111,037.97

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 111,037.97 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

Authorizing Signature

Date

Fund Summary	Total
010	\$109,174.81
130	\$1,863.16
Total	\$111,037.97

6.9

30 Oak Valley Union Elementary School I  
Fiscal Year: 2021

# Budget Revision Report

BGR030  
Orlandam

6/17/2021  
3:31:26PM

Bdg Revision Final

Control Number: 61755884

Account Classification		Approved / Revised	Change Amount	Proposed Budget
Fund:	0100 General Fund			
Revenues				
LCFF Sources				
010-00000-0-00000-00000-80110-0-0000		\$4,547,323.00	(\$34,545.00)	\$4,512,778.00
010-14000-0-00000-00000-80120-0-0000		\$1,032,953.00	\$34,545.00	\$1,067,498.00
Total:		\$5,580,276.00	\$0.00	\$5,580,276.00
Federal Revenues				
010-32120-0-00000-00000-822900-0-0000		\$0.00	\$96,705.00	\$96,705.00
010-58141-0-00000-00000-822900-0-0000		\$0.00	\$300,851.00	\$300,851.00
Total:		\$0.00	\$397,556.00	\$397,556.00
Other State Revenues				
010-74250-0-00000-00000-855900-0-0000		\$0.00	\$192,352.00	\$192,352.00
010-74260-0-00000-00000-855900-0-0000		\$0.00	\$20,317.00	\$20,317.00
Total:		\$0.00	\$212,669.00	\$212,669.00
Other Local Revenues				
010-90102-0-00000-00000-86990-0-0000		\$1,000.00	\$260.00	\$1,260.00
Total:		\$1,000.00	\$260.00	\$1,260.00
Total Revenues		\$5,581,276.00	\$610,485.00	\$6,191,761.00
Expenditures				
Certificated Salaries				
010-07200-0-00000-31300-12000-0-0000		\$33,000.00	\$2,455.00	\$35,455.00
010-07200-0-11100-10000-11000-0-0000		\$448,176.00	\$6,204.00	\$454,380.00
010-40350-1-11100-10000-11000-0-0000		\$12,000.00	\$700.00	\$12,700.00
010-74250-0-11100-10000-11000-0-0000		\$0.00	\$45,877.00	\$45,877.00
Total:		\$493,176.00	\$55,236.00	\$548,412.00
Classified Salaries				
010-00000-0-00000-27000-24000-0-0000		\$50,706.00	\$1,604.00	\$52,310.00
010-00000-0-00000-82000-22000-0-0000		\$109,626.00	\$9,304.00	\$118,930.00



# Budget Revision Report

Control Number: 61755884

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-00000-0-11100-10000-21000-0-0000	\$53,219.00	(\$22,219.00)	\$31,000.00
010-07200-0-00000-24200-29000-0-0000	\$42,270.00	\$1,730.00	\$44,000.00
010-07200-0-00000-24950-29000-0-0000	\$13,508.00	\$1,382.00	\$14,890.00
010-07200-0-11100-24200-22000-0-0000	\$21,336.00	(\$3,336.00)	\$18,000.00
010-11000-0-11100-10000-21000-0-0000	\$10,000.00	\$4,710.00	\$14,710.00
010-32100-0-00000-82000-22000-0-0000	\$15,000.00	\$1,846.00	\$16,846.00
010-32120-0-00000-82000-22000-0-0000	\$0.00	\$2,407.00	\$2,407.00
010-74250-0-11100-10000-21000-0-0000	\$0.00	\$12,456.00	\$12,456.00
<b>Total:</b>	<b>\$315,665.00</b>	<b>\$9,884.00</b>	<b>\$325,549.00</b>

## Employee Benefits

010-00000-0-00000-82000-32020-0-0000	\$22,693.00	\$1,452.00	\$24,145.00
010-00000-0-00000-82000-33022-0-0000	\$6,797.00	\$578.00	\$7,375.00
010-00000-0-00000-82000-36020-0-0000	\$1,554.00	\$236.00	\$1,790.00
010-00000-0-00000-82000-37020-0-0000	\$376.00	\$34.00	\$410.00
010-00000-0-11100-10000-32020-0-0000	\$14,639.00	(\$8,939.00)	\$5,700.00
010-00000-0-11100-10000-33012-0-0000	\$9,653.00	\$258.00	\$9,911.00
010-00000-0-11100-10000-33022-0-0000	\$4,385.00	(\$1,965.00)	\$2,420.00
010-00000-0-11100-10000-33023-0-0000	\$1,025.00	(\$455.00)	\$570.00
010-00000-0-11100-10000-36020-0-0000	\$1,002.00	(\$412.00)	\$590.00
010-00000-0-11100-10000-37020-0-0000	\$242.00	(\$107.00)	\$135.00
010-00000-0-11100-24203-32020-0-0000	\$5,597.00	\$188.00	\$5,785.00
010-07200-0-00000-24200-32020-0-0000	\$8,750.00	\$750.00	\$9,500.00
010-07200-0-00000-24200-33022-0-0000	\$2,621.00	\$24.00	\$2,645.00
010-07200-0-00000-24200-33023-0-0000	\$613.00	\$5.00	\$618.00
010-07200-0-00000-24200-36020-0-0000	\$599.00	\$42.00	\$641.00
010-07200-0-00000-24200-37020-0-0000	\$145.00	\$4.00	\$149.00
010-07200-0-00000-24950-32020-0-0000	\$2,796.00	\$286.00	\$3,082.00
010-07200-0-00000-24950-33022-0-0000	\$838.00	\$84.00	\$922.00
010-07200-0-00000-24950-33023-0-0000	\$196.00	\$19.00	\$215.00
010-07200-0-00000-24950-36020-0-0000	\$191.00	\$33.00	\$224.00
010-07200-0-00000-24950-37020-0-0000	\$46.00	\$5.00	\$51.00
010-07200-0-00000-31300-32010-0-0000	\$6,831.00	\$509.00	\$7,340.00
010-07200-0-00000-31300-33012-0-0000	\$2,046.00	\$154.00	\$2,200.00
010-07200-0-00000-31300-33013-0-0000	\$479.00	\$36.00	\$515.00

# Budget Revision Report

BGR030  
Orlandam

6/17/2021  
3:31:26PM

Control Number: 61755884

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-07200-0-00000-31300-34010-0-0000	\$9,002.00	(\$812.00)	\$8,190.00
010-07200-0-00000-31300-36010-0-0000	\$468.00	\$65.00	\$533.00
010-07200-0-00000-31300-37010-0-0000	\$113.00	\$9.00	\$122.00
010-07200-0-11100-10000-32010-0-0000	\$5,336.00	\$99.00	\$5,435.00
010-07200-0-11100-10000-32020-0-0000	\$27,325.00	\$1,996.00	\$29,321.00
010-07200-0-11100-10000-33012-0-0000	\$1,598.00	\$152.00	\$1,750.00
010-07200-0-11100-10000-33013-0-0000	\$6,499.00	\$68.00	\$6,567.00
010-07200-0-11100-10000-33022-0-0000	\$8,184.00	\$599.00	\$8,783.00
010-07200-0-11100-10000-33023-0-0000	\$1,914.00	\$141.00	\$2,055.00
010-07200-0-11100-10000-34010-0-0000	\$110,662.00	(\$7,947.00)	\$102,715.00
010-07200-0-11100-10000-35010-0-0000	\$224.00	\$21.00	\$245.00
010-07200-0-11100-10000-35020-0-0000	\$66.00	\$5.00	\$71.00
010-07200-0-11100-10000-36010-0-0000	\$6,352.00	\$453.00	\$6,805.00
010-07200-0-11100-10000-36020-0-0000	\$1,871.00	\$257.00	\$2,128.00
010-07200-0-11100-10000-37010-0-0000	\$1,536.00	\$17.00	\$1,553.00
010-07200-0-11100-10000-37020-0-0000	\$453.00	\$33.00	\$486.00
010-07200-0-11100-24200-32020-0-0000	\$7,606.00	(\$1,606.00)	\$6,000.00
010-07200-0-11100-24200-33022-0-0000	\$2,278.00	(\$228.00)	\$2,050.00
010-07200-0-11100-24200-33023-0-0000	\$533.00	(\$53.00)	\$480.00
010-07200-0-11100-24200-34020-0-0000	\$9,688.00	(\$1,606.00)	\$8,082.00
010-07200-0-11100-24200-37020-0-0000	\$126.00	(\$14.00)	\$112.00
010-11000-0-11100-10000-32020-0-0000	\$2,070.00	(\$125.00)	\$1,945.00
010-11000-0-11100-10000-33022-0-0000	\$620.00	\$292.00	\$912.00
010-11000-0-11100-10000-33023-0-0000	\$145.00	\$68.00	\$213.00
010-11000-0-11100-10000-35020-0-0000	\$5.00	\$3.00	\$8.00
010-11000-0-11100-10000-36020-0-0000	\$142.00	\$78.00	\$220.00
010-11000-0-11100-10000-37020-0-0000	\$34.00	\$16.00	\$50.00
010-32100-0-00000-82000-32020-0-0000	\$3,000.00	\$487.00	\$3,487.00
010-32100-0-00000-82000-33022-0-0000	\$1,000.00	\$44.00	\$1,044.00
010-32100-0-00000-82000-33023-0-0000	\$234.00	\$10.00	\$244.00
010-32100-0-00000-82000-34020-0-0000	\$3,200.00	\$4,658.00	\$7,858.00
010-32100-0-00000-82000-36020-0-0000	\$229.00	\$24.00	\$253.00
010-32100-0-00000-82000-37020-0-0000	\$55.00	\$3.00	\$58.00
010-32120-0-00000-82000-32020-0-0000	\$0.00	\$498.00	\$498.00
010-32120-0-00000-82000-33022-0-0000	\$0.00	\$149.00	\$149.00



# Budget Revision Report

Bdg Revision Final

Control Number: 61755884

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-32120-0-00000-82000-33023-0-0000	\$0.00	\$35.00	\$35.00
010-32120-0-00000-82000-34020-0-0000	\$0.00	\$1,572.00	\$1,572.00
010-32120-0-00000-82000-35020-0-0000	\$0.00	\$1.00	\$1.00
010-32120-0-00000-82000-36020-0-0000	\$0.00	\$36.00	\$36.00
010-32120-0-00000-82000-37020-0-0000	\$0.00	\$8.00	\$8.00
010-40350-1-11100-10000-31010-0-0000	\$1,933.66	\$112.34	\$2,046.00
010-40350-1-11100-10000-33013-0-0000	\$174.00	\$10.00	\$184.00
010-40350-1-11100-10000-36010-0-0000	\$170.00	\$21.00	\$191.00
010-40350-1-11100-10000-37010-0-0000	\$111.00	(\$66.34)	\$44.66
010-74250-0-11100-10000-31010-0-0000	\$0.00	\$7,762.00	\$7,762.00
010-74250-0-11100-10000-32020-0-0000	\$0.00	\$2,854.00	\$2,854.00
010-74250-0-11100-10000-33013-0-0000	\$0.00	\$665.00	\$665.00
010-74250-0-11100-10000-33022-0-0000	\$0.00	\$772.00	\$772.00
010-74250-0-11100-10000-33023-0-0000	\$0.00	\$181.00	\$181.00
010-74250-0-11100-10000-35010-0-0000	\$0.00	\$564.00	\$564.00
010-74250-0-11100-10000-35020-0-0000	\$0.00	\$153.00	\$153.00
010-74250-0-11100-10000-36010-0-0000	\$0.00	\$651.00	\$651.00
010-74250-0-11100-10000-36020-0-0000	\$0.00	\$177.00	\$177.00
010-74250-0-11100-10000-37010-0-0000	\$0.00	\$157.00	\$157.00
010-74250-0-11100-10000-37020-0-0000	\$0.00	\$43.00	\$43.00
<b>Total:</b>	<b>\$309,070.66</b>	<b>\$6,381.00</b>	<b>\$315,451.66</b>
<b>Books and Supplies</b>			
010-07200-0-11100-10000-41000-0-0101	\$10,000.00	(\$10,000.00)	\$0.00
010-07200-0-11100-10000-43000-0-0101	\$0.00	\$10,000.00	\$10,000.00
010-07200-0-11350-10000-43000-0-0305	\$25,000.00	(\$2,035.00)	\$22,965.00
010-32100-0-00000-82000-43000-0-0000	\$29,892.00	\$2,723.84	\$32,615.84
010-32100-0-11100-10000-43000-0-0000	\$4,780.00	(\$4,780.00)	\$0.00
010-32120-0-00000-82000-43000-0-0000	\$0.00	\$57,068.00	\$57,068.00
010-32120-0-00000-82000-44000-0-0000	\$0.00	\$5,011.00	\$5,011.00
010-32150-0-11100-10000-43000-0-0000	\$6,040.00	(\$4,500.00)	\$1,540.00
010-58141-0-11100-10000-44000-0-0000	\$0.00	\$300,851.00	\$300,851.00
010-74200-0-11100-10000-43000-0-0000	\$20,461.00	(\$14,652.84)	\$5,808.16
010-74200-0-11100-10000-44000-0-0000	\$15,000.00	(\$15,000.00)	\$0.00
010-74250-0-11100-10000-43000-0-0000	\$0.00	\$3,501.00	\$3,501.00

# Budget Revision Report

Bdg Revision Final

Control Number: 61755884

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-74250-0-11350-10000-43000-0-0000	\$0.00	\$2,500.00	\$2,500.00
010-81500-0-00000-81100-44000-0-0000	\$0.00	\$5,000.00	\$5,000.00
010-90102-0-11100-10000-43000-0-0000	\$1,000.00	\$260.00	\$1,260.00
<b>Total:</b>	<b>\$112,173.00</b>	<b>\$335,947.00</b>	<b>\$448,120.00</b>
<b>Services, Other Operating Expenses</b>			
010-00000-0-00000-71000-58009-0-0000	\$1,000.00	\$1.00	\$1,001.00
010-00000-0-00000-72000-54500-0-0000	\$26,500.00	\$11,351.00	\$37,851.00
010-32100-0-00000-82000-58000-0-0000	\$300.00	(\$15.84)	\$284.16
010-32100-0-11100-10000-58000-0-0000	\$5,000.00	(\$5,000.00)	\$0.00
010-32120-0-00000-72000-58000-0-0000	\$0.00	\$25,008.00	\$25,008.00
010-32120-0-11100-10000-58000-0-0000	\$0.00	\$4,912.00	\$4,912.00
010-32150-0-11100-10000-58000-0-0000	\$0.00	\$4,500.00	\$4,500.00
010-74200-0-11100-10000-58000-0-0000	\$15,000.00	\$29,652.84	\$44,652.84
010-74250-0-11100-10000-58000-0-0000	\$0.00	\$6,502.00	\$6,502.00
010-81500-0-00000-81100-56000-0-0000	\$60,000.00	(\$5,000.00)	\$55,000.00
<b>Total:</b>	<b>\$107,800.00</b>	<b>\$71,911.00</b>	<b>\$179,711.00</b>
<b>Direct Support/Indirect Costs</b>			
010-00000-0-00000-72100-73500-0-0000	(\$13,780.00)	\$2,179.00	(\$11,601.00)
<b>Total:</b>	<b>(\$13,780.00)</b>	<b>\$2,179.00</b>	<b>(\$11,601.00)</b>
<b>Total Expenditures</b>			
<b>Other Financing Sources/Uses</b>			
<b>Transfers Out</b>			
010-00000-0-00000-93000-76190-0-0000	\$30,710.00	(\$30,710.00)	\$0.00
<b>Total:</b>	<b>\$30,710.00</b>	<b>(\$30,710.00)</b>	<b>\$0.00</b>
<b>Contributions</b>			
010-00000-0-00000-00000-89800-0-0000	(\$1,910,110.00)	(\$777.00)	(\$1,910,887.00)
010-40350-1-00000-00000-89800-0-0000	\$4,571.00	\$777.00	\$5,348.00
<b>Total:</b>	<b>(\$1,905,539.00)</b>	<b>\$0.00</b>	<b>(\$1,905,539.00)</b>



Budget Revision Report

Bdg Revision Final

Control Number: 61755884

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Budgeted Unappropriated Fund Balance before this adjustment:		\$4,468,841.83	
Total Adjustment to Unappropriated Fund Balance:		\$159,657.00	
Budgeted Unappropriated Fund Balance after this adjustment:		\$4,628,498.83	

Bdg Revision Final

Control Number: 61755884

Account Classification		Approved / Revised	Change Amount	Proposed Budget
Fund:	1300 Cafeteria Special Revenue Fund			
Revenues				
Other Local Revenues				
	130-53100-0-00000-00000-86600-0-0000	\$335.95	\$64.05	\$400.00
Total:		\$335.95	\$64.05	\$400.00
Total Revenues		\$335.95	\$64.05	\$400.00
Expenditures				
Classified Salaries				
	130-53100-0-00000-37000-22000-0-0000	\$77,891.66	\$4,463.34	\$82,355.00
	130-53100-0-00000-37000-22002-0-0000	\$2,500.00	(\$2,500.00)	\$0.00
	130-53100-0-00000-37000-22003-0-0000	\$2,500.00	(\$2,500.00)	\$0.00
	130-53100-0-00000-37000-24000-0-0000	\$12,114.00	(\$3,314.00)	\$8,800.00
Total:		\$95,005.66	(\$3,850.66)	\$91,155.00
Employee Benefits				
	130-53100-0-00000-37000-32020-0-0000	\$19,667.00	(\$2,167.00)	\$17,500.00
	130-53100-0-00000-37000-33022-0-0000	\$5,890.00	(\$190.00)	\$5,700.00
Total:		\$25,557.00	(\$2,357.00)	\$23,200.00
Books and Supplies				
	130-53100-0-00000-37000-43000-0-0000	\$15,000.00	(\$7,000.00)	\$8,000.00
	130-53100-0-00000-37000-44000-0-0000	\$1,000.00	(\$1,000.00)	\$0.00
	130-53100-0-00000-37000-47000-0-0000	\$175,000.00	(\$35,000.00)	\$140,000.00
Total:		\$191,000.00	(\$43,000.00)	\$148,000.00
Services, Other Operating Expenses				
	130-53100-0-00000-37000-58000-0-0000	\$10,000.00	(\$5,000.00)	\$5,000.00
Total:		\$10,000.00	(\$5,000.00)	\$5,000.00
Direct Support/Indirect Costs				
	130-53100-0-00000-72100-73500-0-0000	\$13,780.00	(\$2,179.00)	\$11,601.00
Total:		\$13,780.00	(\$2,179.00)	\$11,601.00



**Budget Revision Report**

**Bdg Revision Final**

**Control Number: 61755884**

Account Classification	Approved / Revised	Change Amount	Proposed Budget
<b>Total Expenditures</b>	\$335,342.66	(\$56,386.66)	\$278,956.00
<b>Other Financing Sources/Uses</b>			
<b>Transfers In</b>			
130-53100-0-00000-00000-89160-0-0000	\$30,710.00	(\$30,710.00)	\$0.00
<b>Total:</b>	\$30,710.00	(\$30,710.00)	\$0.00
<b>Budgeted Unappropriated Fund Balance before this adjustment:</b>		<b>\$35.95</b>	
<b>Total Adjustment to Unappropriated Fund Balance:</b>		<b>\$25,740.71</b>	
<b>Budgeted Unappropriated Fund Balance after this adjustment:</b>		<b>\$25,776.66</b>	

# Budget Revision Report

Bdg Revision Final

Control Number: 61755884

Account Classification		Approved / Revised	Change Amount	Proposed Budget
Fund:	1700 Special Reserve Fund for Other than Capital Outlay			
Revenues				
Other Local Revenues				
	170-00000-0-00000-00000-86600-0-0000	\$2,400.00	(\$400.00)	\$2,000.00
	Total:	\$2,400.00	(\$400.00)	\$2,000.00
Total Revenues		\$2,400.00	(\$400.00)	\$2,000.00
Budgeted Unappropriated Fund Balance before this adjustment:				
Total Adjustment to Unappropriated Fund Balance:				
Budgeted Unappropriated Fund Balance after this adjustment:				
\$138,288.86				



## Budget Revision Report

Bdg Revision Final

Control Number: 61755884

Account Classification	Approved / Revised	Change Amount	Proposed Budget
<b>Fund: 2000 Special Reserve Fund for Postemployment Benefits</b>			
<b>Revenues</b>			
<b>Other Local Revenues</b>			
200-00000-0-00000-00000-86600-0-0000	\$3,000.00	\$500.00	\$3,500.00
<b>Total Revenues</b>	<b>\$3,000.00</b>	<b>\$500.00</b>	<b>\$3,500.00</b>
Budgeted Unappropriated Fund Balance before this adjustment:		\$324,266.78	
Total Adjustment to Unappropriated Fund Balance:		\$500.00	
Budgeted Unappropriated Fund Balance after this adjustment:		\$324,766.78	

# Budget Revision Report

Bdg Revision Final

Control Number: 61755884

Account Classification		Approved / Revised	Change Amount	Proposed Budget
Fund:	2510 Developer Fees Fund			
Revenues				
Other Local Revenues				
	251-99620-0-00000-00000-86600-0-0000	\$312.91	\$187.09	\$500.00
	251-99620-0-00000-00000-86810-0-0000	\$12,544.97	\$3,610.35	\$16,155.32
	<b>Total:</b>	\$12,857.88	\$3,797.44	\$16,655.32
<b>Total Revenues</b>		\$12,857.88	\$3,797.44	\$16,655.32
Budgeted Unappropriated Fund Balance before this adjustment:				
<b>\$27,482.41</b>				
Total Adjustment to Unappropriated Fund Balance:				
<b>\$3,797.44</b>				
Budgeted Unappropriated Fund Balance after this adjustment:				
<b>\$31,279.85</b>				



Bdg Revision Final

Control Number: 61755884

Account Classification		Approved / Revised	Change Amount	Proposed Budget
Fund:	3510 County School Facilities Fund - Modernization			
Revenues				
Other Local Revenues				
	351-77100-0-00000-00000-86600-0-0000	\$1,859.65	\$1,140.35	\$3,000.00
	Total:	\$1,859.65	\$1,140.35	\$3,000.00
Total Revenues		\$1,859.65	\$1,140.35	\$3,000.00
Budgeted Unappropriated Fund Balance before this adjustment:				
Total Adjustment to Unappropriated Fund Balance:				
Budgeted Unappropriated Fund Balance after this adjustment:				
			\$209,206.15	
			\$1,140.35	
			\$210,346.50	

# Budget Revision Report

Bdg Revision Final

Control Number: 61755884

Account Classification		Approved / Revised	Change Amount	Proposed Budget
Fund:	4010 Special Reserve Fund for Capital Outlay Projects #2			
Revenues				
Other Local Revenues				
	401-99900-0-00000-00000-86600-0-0000	\$1.02	\$0.98	\$2.00
	Total:	\$1.02	\$0.98	\$2.00
Total	Revenues	\$1.02	\$0.98	\$2.00
Budgeted Unappropriated Fund Balance before this adjustment:				
Total Adjustment to Unappropriated Fund Balance:				
Budgeted Unappropriated Fund Balance after this adjustment:				
			\$99.47	



## Budget Revision Report

BGR030  
Orlandam

6/17/2021  
3:31:26PM

Control Number: 61755884

Account Classification

Approved / Revised

Change Amount

Proposed Budget

At a meeting of the school board on \_\_\_\_\_, the  
board approved the above budget account lines change to those  
amounts indicated in the proposed budget column.

Authorized by: \_\_\_\_\_

(County Office Use Only)  
Updated at County Office on \_\_\_\_/\_\_\_\_/\_\_\_\_ by \_\_\_\_\_

## CSBA POLICY GUIDE SHEET

### June 2021

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

#### **Administrative Regulation 1312.3 - Uniform Complaint Procedures**

Regulation updated to correct the timeline in the "Notifications" section for submitting appeals to the California Department of Education (CDE), as specified in state regulations. Section on "Investigation of Complaint" revised to clarify that state regulations regarding the consequences of a respondent's failure to cooperate in an investigation only apply when the respondent is the district. Additional revisions, including expansion of the section "Health and Safety Complaints in License-Exempt Preschool Programs," made to more directly reflect the standards in CDE's Federal Program Monitoring instrument.

#### **NEW - Board Policy 1313 - Civility**

New policy addresses the importance of civility to the effective operation of the district, including its role in creating a positive school climate and enabling a focus on student well-being, learning, and achievement. Policy includes First Amendment free speech considerations, behavior that constitutes civil behavior, practices that promote civil behavior, and authorization to educate or provide information to students, staff, parents/guardians, and community members to assist in the recognition, development, and demonstration of civil behavior. Policy also includes material regarding behavior that is disruptive, hinders the orderly conduct of district operations or programs, or creates an unsafe learning or working environment, as well as the prohibition of, and consequences for, behavior which is discriminatory, harassing, or intimidating, including sexual harassment, bullying, and/or hate violence.

#### **Board Policy 3511.1 - Integrated Waste Management**

Policy updated to reflect current legal requirements for recycling waste which are based on specified thresholds of waste generation and are detailed in the accompanying administrative regulation, add district goal to develop strategies for recycling organic waste, and more directly link waste management to education goals.

#### **Administrative Regulation 3511.1 - Integrated Waste Management**

Regulation updated to add new section on "Recycling" which contains (1) material formerly in item #2 above, (2) new material reflecting a determination by the California Department of Resources Recycling and Recovery (CalRecycle) regarding the level of statewide disposal of organic waste which triggered a requirement for any facility generating two or more cubic yards of solid waste per week to meet specified requirements pertaining to the recycling of organic waste, and (3) new material reflecting legal requirements to provide recycling bins or containers in a facility that generates four or more cubic yards of solid waste or two or more cubic yards of organic waste per week.

#### **NEW - Board Policy 3515.31 - School Resource Officers**

New policy is for use by districts that choose to employ school resource officers (SROs) or enter into an agreement with local law enforcement for the purpose of providing SROs on school campuses and/or school activities. Policy reflects **NEW LAW (SB 98, 2020)** which encourages districts to redirect resources currently allocated to contracts with local law enforcement into student support services. If the district decides to contract for SROs, the policy advises districts to enter into a memorandum of understanding (MOU) which clearly defines roles, responsibilities, and expectations for the district, school site, law enforcement agency, and individual officers. Policy includes recommended components of the MOU, reflects a requirement for SROs to use de-escalation techniques to mitigate the use of force in accordance with policy adopted by the law enforcement agency, clarifies that SROs should not handle routine disciplinary matters, requires SROs to complete specialized training, and calls for periodic evaluation of



disaggregated data on student interactions with SROs to ensure compliance with nondiscrimination provisions of district policy and/or the MOU.

**Board Policy 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers**

Policy updated to clarify the obligation of drivers to submit to drug and alcohol testing as required under federal law. Section on "Consequences Based on Test Results" updated to (1) add the agency responsible for reviewing and approving district requests to temporarily remove a driver from safety-sensitive functions before drug test results are verified by a certified medical review officer and (2) describe consequences that will be imposed on drivers based on findings of specific concentrations of alcohol. Policy also clarifies the requirement to ensure that a driver who is offered an opportunity to return to work following a violation first receive an evaluation by a qualified substance abuse professional and successfully comply with the evaluation recommendations.

**Administrative Regulation 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers**

Regulation updated to clarify that marijuana remains an illegal drug under the federal Controlled Substances Act and use of it by a driver remains a violation of federal drug testing regulations. Definition of "alcohol concentration" revised to delete information regarding consequences for drivers based on specific alcohol concentrations, now addressed in the BP. Regulation also expands the responsibilities of the designated employer representative pursuant to federal regulations, clarifies requirements pertaining to pre-employment testing including the requirement to conduct a pre-employment query using the Commercial Driver's License Drug and Alcohol Clearinghouse, and reflects additional requirements related to post-accident testing. New section reflects federal regulations which require districts to report any violation of federal drug and alcohol regulations to the Clearinghouse and conduct inquiries of the Clearinghouse's online database for all drivers employed by the district on an annual basis and before hiring any driver.

**Board Policy 4141/4241 - Collective Bargaining Agreement**

Revised policy reflects court decision holding that a provision in a collective bargaining agreement that directly conflicts with the Education Code cannot be enforced. Policy also adds language clarifying that, whenever a law conflicts with a provision in the collective bargaining agreement, the law will prevail.

**Board Policy 4158/4258/4358 - Employee Security**

Policy updated to reflect law authorizing a district to petition, on behalf of an employee, for a gun violence restraining order prohibiting a person from owning, purchasing, possessing, or receiving a firearm. Policy also reflects law requiring a district to provide reasonable accommodations, upon request, to an employee who is a victim of domestic violence, sexual assault, or stalking. Policy adds a requirement of law to inform administrators and counselors, along with teachers, regarding certain crimes and offenses committed by students.

**Administrative Regulation 4158/4258/4358 - Employee Security**

Regulation updated to more directly reflect law requiring a report to law enforcement of any attack, assault, or physical threat made against an employee by a student. Material in section on "Notice Regarding Student Offenses" reorganized to clarify the required notifications that must be made to staff pertaining to (1) student offenses that are grounds for suspension or expulsion and (2) any report received from a court that a student has been found to have committed a felony or misdemeanor involving specified offenses. In that section, paragraph on notifications that may be provided by a district police or security department deleted and moved into Note since its applicability is limited. New section on "Accommodations for Victims of Domestic Violence, Sexual Assault, or Stalking" reflects law requiring a district to provide reasonable accommodations, including, but not limited to, safety procedures or adjustments to a job structure, workplace facility, or work requirement, upon the request of an employee who is a victim of domestic violence, sexual assault, or stalking.

**Board Policy 5141.4 - Child Abuse Prevention and Reporting**

Board policy updated to clarify that districts are not required, but are authorized, to include age-appropriate and culturally sensitive child abuse prevention curriculum in the instructional program, add material regarding displaying posters on campus notifying students of the appropriate telephone number to call to



report child abuse or neglect, include the requirement for student identifications cards for students in grades 7-12 to include the National Domestic Hotline telephone number, and clarify that the training regarding duties of mandated reporters be according to law and administrative regulation.

#### **Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting**

Regulation updated to reflect **NEW LAW (AB 1145, 2020)** which amends the definition of sexual assault for purposes of mandated reporting to not include voluntary conduct in violation of Penal Code 286, 287, or 289 (sodomy, oral copulation, or sexual penetration) if there are no indicators of abuse unless such conduct is between a person who is 21 years of age or older and a minor who is under 16 years of age. Regulation also adds licensees of licensed child day care facilities to the list of mandated reporters, reflects that the California Department of Justice form is now titled BCIA 8572, clarifies that when a staff member or volunteer aide is selected by a child to be present at an interview where child abuse is being investigated that the principal or designee inform the person of specified requirements prior to the interview, and reflects **NEW STATE REGULATION (Register 2020, No. 21)** which authorizes parents/guardians of special education students to file a complaint with CDE for safety concerns that interfere with the provision of a free appropriate public education pursuant to 5 CCR 3200-3205 rather than through uniform complaint procedures.

#### **Board Policy 5141.52 - Suicide Prevention**

Policy updated to expand material regarding stakeholder engagement and best practices for suicide prevention, intervention, and postvention, and for consistency with CDE's Model Youth Suicide Prevention Policy, including an enhanced list of participants for staff development, the importance of resiliency skills to student instruction, the review of materials and resources for alignment with safe and effective messaging, information to be provided to parents/guardians and caregivers, and the establishment of district and/or school site crisis intervention team(s). Policy also updated to clarify that the policy may be reviewed more frequently than the five-year review requirement of law, and that district data pertaining to reports of suicidal ideation, attempts, or death and data that reflect school climate be periodically reviewed to aid in program development.

#### **Administrative Regulation 5141.52 - Suicide Prevention**

Regulation updated to expand the section on "Staff Development" by adding to the list of participants for suicide prevention training, topics to be included in such training, and additional professional development for specified groups and to enhance the section on "Instruction" by adding to the list of topics to be taught and authorizing the development and implementation of school activities that raise awareness about mental health wellness and suicide prevention. Regulation also updated to include, for districts that have crisis intervention teams, the contact information for district and/or school site crisis intervention team members, add that school counselors may disclose a student's personal information to report child abuse and neglect as required by law, and include providing comfort to a student who has attempted or threatened to attempt suicide.

#### **Board Policy 5142.2 - Safe Routes to School Program**

Policy updated to clarify potential liability issues, recognize that active transportation positively impacts student achievement, add material regarding equitable access and opportunity to participate in the district's safe routes to school program, and update information about state and federal grant programs.

#### **Administrative Regulation 5142.2 - Safe Routes to School Program**

Regulation updated to reflect current strategies recommended by the U.S. Department of Transportation's Federal Highway Administration and National Center for Safe Routes to School to improve student safety along routes to school and to promote walking, bicycling, and forms of active transport to school. Regulation adds that active transportation positively impacts student achievement; clarifies that offering driver safety information to high school students, parents/guardians, and the community promotes safety around school campuses and routes; and adds strategies related to emerging technologies that aid in the prevention and mitigation of accidents, emergency response in managing injuries after an accident occurs, and equity, such that resources are distributed in a manner that provides safe access and participation in an equitable manner.



**Board Policy 5145.12 - Search and Seizure**

Policy updated to reflect court decision upholding a school policy that called for limited searches without individualized suspicion if students left campus and returned in the middle of the day. Policy also updated to reflect law which places restrictions on searches of electronic devices such as cellular phones, court decision regarding searches of lockers without individualized suspicion, and court decision upholding policy of random weapons screening with a handheld metal detector.

**Board Policy 5145.9 - Hate-Motivated Behavior**

Policy updated to bolster the governing board's commitment to providing a respectful, inclusive, and safe learning environment, including adding a definition of hate-motivated behavior which incorporates a list of characteristics which may motivate prohibited behavior, reflecting the importance of celebrating diversity, enhancing the list of topics for student instruction and staff development, adding material regarding regularly occurring staff training, and including student and staff discipline for engaging in hate-motivated behavior. Policy also updated to include the requirement to post the policy in a prominent location on the district's web site and add that, in addition to other staff listed, complaints may be reported to the district's compliance officer.

**Board Policy 5148 - Child Care and Development**

Policy updated to reflect **NEW LAW (SB 98, 2020)** which transfers responsibility for state administration of child care and development programs from CDE to the California Department of Social Services (CDSS) effective July 1, 2021. Information about the Child Care Facilities Revolving Fund deleted as the fund is no longer operative. Policy also reflects **NEW STATE REGULATIONS (Register 2020, No. 21)** which retain the requirement to refer health and safety complaints regarding licensed child care and development programs to CDSS but eliminate the requirement that complaints regarding a license-exempt facility be referred to a Child Development regional administrator.

**Administrative Regulation 5148 - Child Care and Development**

Regulation updated to reflect **NEW LAW (SB 98, 2020)** which transfers responsibility for state administration of child care and development programs from CDE to CDSS effective July 1, 2021. Regulation also contains information about the delay, due to COVID-19, of CDSS' adoption of regulations implementing a new, single license for infant, toddler, preschool, and school-age child care programs. References to the Desired Results Developmental Profile made more general to account for possible future changes in program requirements. New section on "Health and Safety" adds requirement for licensed centers to test drinking water for lead contamination between January 1, 2020 and January 1, 2023 if the building was constructed before January 1, 2010, and to notify parents/guardians of the test results. Section on "Health Examination and Immunizations" expanded to reflect the requirement that a child care center may only accept a medical exemption request that is made on an electronic, standardized form developed by the California Department of Public Health.

**Board Policy 6142.5 - Environmental Education**

Policy updated to reflect law which required that the state-adopted environmental principles and concepts be integrated into content standards, curriculum frameworks, and textbook criteria. Policy also reflects legislative intent that governing boards undertake specified actions to promote instruction in environmental literacy, including by embedding environmental literacy in the local priorities addressed in the district's local control and accountability plan, collaborating with other agencies to enhance the environmental curriculum, providing professional development in environmental literacy, and ensuring equity in the provision of environment-based learning opportunities.

**Administrative Regulation 6162.51 - State Academic Achievement Tests**

Regulation updates information regarding administration of the California Assessment of Student Performance and Progress, including provisions that: (1) the district may administer the California Science Test (CAST) in any of grades 10-12, (2) the California Alternate Assessments in science should be administered to students with significant cognitive disabilities who are unable to take the CAST with accommodations, and (3) the California Spanish Test is the primary language assessment that is available

to be administered to English learners. Regulation also adds optional language regarding the use of Smarter Balanced interim and formative assessments to provide timely feedback regarding students' progress and assist teachers in continually adjusting instruction to improve learning. Testing windows and testing variations updated to reflect current state regulations, as renumbered.

**Board Policy 7211 - Developer Fees**

Policy updated to include material formerly in the AR pertaining to responsibilities of the board with respect to levying developer fees, such as conducting a fee justification study, holding a public hearing, and adopting a board resolution. Policy also clarifies the applicability of Government Code 65997, which became operative due to the failure of state bond measure Proposition 13 in March 2020 and gives districts the flexibility to deny or refuse a legislative act involving the planning, use, or development of real property, other than requiring a fee in excess of the fee imposed by law. Policy addresses factors that must be included in the fee justification study based on recent court decision.

**Administrative Regulation 7211 - Developer Fees**

Regulation revised to delete board responsibilities pertaining to the imposition of developer fees, now addressed in the BP, and to require the superintendent or designee to provide specified information regarding capital facilities accounts to the board as well as the public.



**AGREEMENT**  
**FOR TRANSPORTATION SERVICES**  
**BETWEEN THE VISALIA UNIFIED SCHOOL DISTRICT**  
**AND THE OAK VALLEY UNION SCHOOL DISTRICT**

This Agreement is made and entered into this 30<sup>th</sup> day of June 2021, by and between Oak Valley Union School District, hereinafter referred to as "Oak Valley Union", and the Visalia Unified School District, hereinafter referred to as "Visalia".

**RECITALS**

WHEREAS, Visalia is a public school district duly organized under the laws of the State of California, operating a Transportation Department capable of providing transportation services to its students; and

WHEREAS, Oak Valley Union is a public school district organized under the laws of the State of California and desires that Visalia provide transportation services for Oak Valley Union students; and

WHEREAS, Visalia is willing to provide such transportation services subject to the terms and conditions specified below.

NOW THEREFORE, the parties agree as follows:

1. **TERM.** The Initial Term of this Agreement shall commence on July 1, 2021 through June 30, 2023 and shall be renewed automatically for successive periods of one (1) year each (a "Renewal Term") after the expiration of the Initial Term and any subsequent Renewal Term, unless Oak Valley Union provides Visalia or Visalia provides Oak Valley Union, with a written notice to the contrary sixty (60) days prior to the end of the Initial Term or Renewal Term, as applicable. Each Renewal Term shall incorporate and be governed by an Amendment to the agreement for changes in the Payment or other terms and conditions upon mutual agreement between Visalia and Oak Valley Union.
2. **INDEPENDENT CONTRACTOR.** While engaged in carrying out and complying with the terms and conditions of this Agreement, Visalia is an independent contractor, and not an officer, agent, or employee of Oak Valley Union.

# AGREEMENT

For Transportation Services Between Visalia Unified School District and Oak Valley Union School District

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1. **(A) PAYMENT.** Oak Valley Union agrees to pay Visalia the sum of \$46,871.18 per school year. This sum is based on the parties' anticipated home-to-school mileage of not more than 35,000 miles per school year. Should Oak Valley Union's annual home-to-school mileage exceed 35,000 miles, the excess mileage will be billed at a rate of \$2.25 per mile. Any excess home-to-school mileage charges due to Visalia shall be calculated through June 30 of the contract year, billed in July of the following contract year, and due within 30 days of Oak Valley Union's receipt of Visalia's invoice. Visalia shall bill Oak Valley Union for the current yearly fee prior to September 1. Oak Valley Union shall pay the yearly fee in ten (10) equal monthly increments of \$4,687.12, payable by Oak Valley Union on the 15<sup>th</sup> of each month beginning September 15, 2021. Visalia shall provide Oak Valley Union with a statement detailing such late payment penalties if Oak Valley Union fails to make payment by the dates specified above.  
  
**(B)** Along with the monthly statement, Visalia will also provide Oak Valley Union with a monthly written status report including the number of home-to-school miles and field trip miles to date.  
  
**(C)** Should the annual costs for services provided for under this agreement increase for future school years based on inflationary factors, Visalia shall forward Oak Valley Union the new rate schedules by April, 1<sup>st</sup> of each year, which shall become binding when a new Amendment is signed by both parties. Said increases, if necessary, will be based on a three (3) year rolling average of the Annual Consumer Price Index (CPI) for All Urban Consumers for the most recent completed calendar year as published by the Bureau of Labor Statistics ([www.bls.gov](http://www.bls.gov)). The CPI may exceed the State revenue increases for school districts. Increases in cost for changes in service levels based on increased mileage or other factors will be based on actual cost and negotiated as needed. If Oak Valley Union disputes the proposed new rate schedule for the ensuing school year, Oak Valley Union may terminate the agreement effective June 30 of the same year providing an agreed upon increase cannot be reached.
2. **(A) SERVICES.** In consideration of the above payments, Visalia shall provide all of Oak Valley Union's school bus maintenance for the Initial Term and any subsequent Renewal Terms of this agreement. Oak Valley Union understands and agrees that Visalia will maintain Oak Valley Union's seven (7) buses.  
  
**(B)** Visalia will provide training and in-service for its licensed drivers.



(C) Oak Valley Union further understands and agrees that Oak Valley Union's payments cover only bus maintenance.

## AGREEMENT

For Transportation Services Between Visalia Unified School District and Oak Valley Union School District

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Oak Valley Union also understands that drivers for field trips and other extra-curricular trips will be provided by and compensated by Oak Valley Union. Transportation for any program or activity not specified in this Agreement will be billed as an extra-curricular trip. The mileage for field trips and extra-curricular trips are exclusive of the 35,000 miles per year home-to-school miles. The transportation charge for field and extra-curricular trips is \$2.25 per mile.

(D) Visalia will bill Oak Valley Union separately on the 15<sup>th</sup> day of each month for the preceding month's costs and services provided in connection with field and extra-curricular trip transportation. Payment for field and extra-curricular trip transportation is due 30 days after the date of Visalia's bill. Visalia shall provide Oak Valley Union with a statement detailing late payment penalties if Oak Valley Union fails to make payment as specified above. All services will be provided in accordance with current State of California regulations.

(E) Oak Valley Union should endeavor to request extra-curricular trip transportation two weeks in advance of the trip date. However, transportation can be provided when a request is made on Wednesday for the following week and Visalia can and will accommodate-date last minute requests if needed.

(F) Oak Valley Union trips utilizing school buses will utilize Oak Valley Union vehicles.

**Visalia trip request forms will be used to request vehicles for trips.**

3. **(A) USE AND MAINTENANCE OF OAK VALLEY UNION'S BUSES.** Oak Valley Union shall use any school bus Oak Valley Union would otherwise use to transport Oak Valley Union students, for the purpose of fulfilling this agreement. Visalia will utilize Oak Valley Union's buses for the transportation of only Oak Valley Union's students unless mechanical or safety issues dictate otherwise. Visalia shall inspect Oak Valley Union's buses to ensure that they are safe and in good working condition. Oak Valley Union agrees to bear the initial costs of any needed repairs to ensure the vehicles are certifiable under California Highway Patrol Motor Carrier standards. All work will be agreed to by Oak Valley Union and Visalia prior to commencement of repairs.

# AGREEMENT

For Transportation Services Between Visalia Unified School District and Oak Valley Union School District

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(B) Oak Valley's buses will be housed at Oak Valley's facility. Visalia shall return Oak Valley's buses in substantially the same condition as when received less ordinary wear and tear following the expiration of this agreement. Nothing in this agreement shall be construed as making Visalia liable for any normal depreciation of Oak Valley's buses during the term of this Agreement.

(C) Visalia shall, at its cost, provide routine maintenance and otherwise maintain Oak Valley's seven (7) buses in a diligent and acceptable manner to ensure the buses are certifiable by the California Highway Patrol Motor Carrier and as otherwise required by law.

(D) Visalia shall be responsible for the purchase of all fuel and gasoline required to provide pupil transportation in the performance of this Agreement. Disposal of all oils, cleaning fluids, solvents, antifreeze, and lubricants shall be the responsibility of Visalia.

(E) Visalia shall maintain appropriate vehicle records and comply with all California Highway Patrol Regulations and other applicable laws.

(F) Routine and minor repairs will be performed at Oak Valley Union's or Visalia's facility at no additional cost to Oak Valley Union. Visalia will not assume the burden of expense for major repairs above and beyond routine maintenance. For the purposes of this section, "major repairs" shall mean any parts or services that exceed \$1,000 or more per occasion. Oak Valley Union agrees to bear all the costs of any major repairs that exceed \$1,000 to ensure the vehicles are certifiable under California Highway Patrol Motor Carrier standards.

4. **(A) MAINTENANCE OF OAK VALLEY UNION'S VEHICLES.** The charge for maintaining and repairing Oak Valley Union's vehicles, other than school buses, shall be \$70 per hour labor and Visalia's cost for parts and fuel plus 20%.

(B) Visalia shall bill Oak Valley Union separately on the 15<sup>th</sup> day of each month for the preceding month's costs for services provided to maintain and repair Oak Valley Union's vehicles. Payment for vehicle maintenance and repair is due 30 days after the date of Visalia's bill. Visalia shall provide Oak Valley Union with a statement detailing late payment penalties if Oak Valley Union fails to make payment as specified above.



# AGREEMENT

For Transportation Services Between Visalia Unified School District and Oak Valley Union School District

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5. **(A) INSURANCE AND INDEMNITY.** Oak Valley Union's agrees to obtain insurance providing collision and comprehensive property damage coverage and public liability coverage for all of Oak Valley Union's school buses utilized pursuant to this Agreement with policy limits of no less than fifteen million dollars (15,000,000.00). Oak Valley Union agrees to provide Visalia with an insurance endorsement showing Visalia as an additional named insured on said policy.
- (B)** Visalia shall indemnify, defend and hold harmless, Oak Valley Union, its officers, agents and employees, from and against any and all claims, liabilities or demands arising or alleged to arise from Visalia's performance under this agreement.
- (C)** Oak Valley Union shall indemnify, defend and hold harmless, Visalia, its officers, agents and employees, from and against any and all claims, liabilities or demands arising or alleged to arise from Oak Valley Union's performance under this agreement.
6. **FORCE MAJEURE.** Visalia shall be excused from performance hereunder during the time and to extent that it is prevented from performing in the customary manner by acts of God, fire, flood, strike, loss of transportation facilities, oil shortage or embargo, lockout, commandeering of materials, products, plants or facilities by the Government, or any other occurrences or circumstances which are beyond the control of Visalia, when satisfactory evidence thereof is presented to Oak Valley Union.
7. **(A) STAFFING, DRIVER TRAINING AND DRUG TESTING.** All individuals employed by Visalia for the purpose of fulfilling this agreement, shall be hired according to the provisions of the California Education Code and the California Government Code, regarding classified school employees.
- (B)** Visalia staff includes three state certified School Bus Driver Trainers/Instructors. Visalia will provide a minimum of the state's annual requirement of ten (10) hours of in-service training to each of the school bus drivers serving Oak Valley Union. Visalia will perform "check rides" to evaluate driver proficiency and determine whether any additional training is needed. Visalia will ensure that all bus driver-training records are current and meet all legal requirements, including all California Highway Patrol requirements.

# AGREEMENT

For Transportation Services Between Visalia Unified School District and Oak Valley Union School District

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8. **DEFAULT**. If default is made by Oak Valley Union in any of the covenants or conditions of this Agreement, Visalia, at its option, may terminate this Agreement upon 90 days advance written notice. Visalia agrees to continue services for 90 days or until an alternate contractor's services have been secured, whichever is less. If default is made by Visalia in any of the covenants or conditions of this Agreement, Oak Valley Union, at its option, may terminate this Agreement upon 90 days advanced written notice. If Oak Valley Union chooses to terminate the Agreement for any reason not resulting from Visalia's default, Oak Valley Union agrees to pay as liquidated damages a sum equal to three monthly payments under this Agreement within sixty (60) days of notice of termination, which payment shall constitute Visalia's entire and complete recovery after Oak Valley Union's termination.
9. **AMENDMENTS**. This Agreement cannot be changed or supplemented orally and may be modified or superseded only by written instruments executed by both parties.
10. **DISCIPLINE**. Visalia has the discretion to report serious or persistent misconduct on the part of students to the designated person employed by Oak Valley Union. Oak Valley Union shall then impose reasonable disciplinary measures upon the students in accordance with Oak Valley Union's Board Policy and applicable law.
11. **GOVERNING LAW**. This Agreement shall be governed by and construed in accordance with the laws of the State of California.
12. **BINDING EFFECT**. This Agreement is for the benefit of and shall be binding on all parties and their respective successors, heirs, and assigns.
13. **ATTORNEYS' FEES AND COSTS**. Each party shall bear his/its own attorney's fees and costs for all such fees and costs incurred prior to the date of execution of this Agreement.
14. **BREACH OF AGREEMENT**. If either party breaches this Agreement, the prevailing party shall be entitled to all damages reasonably flowing from the breach, plus attorneys' fees and cost.



# AGREEMENT

For Transportation Services Between Visalia Unified School District and Oak Valley Union School District

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15. **EXECUTION IN COUNTERPARTS**. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy of an original, with all signatures appended together, shall be deemed a fully executed Agreement.
16. **SEVERABILITY**. If any provision of this Agreement is held to be void, voidable, or unenforceable, the remaining portions of the Agreement shall remain in full force and effect.
17. **INTERPRETATION**. The language of all parts of this Agreement shall, in all cases, be construed as a whole, according to its fair meaning, and not strictly for or against either party.
18. **COMPLIANCE WITH LAW**. Visalia agrees to perform the services contemplated by this Agreement in a professional and a competent manner and in compliance with all state or federal laws or regulations governing the services to be rendered pursuant to this Agreement.
19. **BOARD APPROVAL**. The parties recognize that the effectiveness of this Agreement is contingent upon approval by Oak Valley Union's Governing Board and Visalia's Governing Board.
20. **OTHER DOCUMENTS/ACTS**. The parties agree to work together diligently and to execute related documents and perform related acts necessary for the successful performance of this Agreement.
21. **ENTIRE AGREEMENT**. This Agreement and its attachments, if any, constitute the entire agreement and understanding between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement. All prior understandings, terms or conditions are deemed merged into this Agreement and its attachments.
22. **NOTICES TO PARTIES**. All notices to be given to the parties to this Agreement shall be in writing and served by depositing same in the United States Mail, postage prepaid, registered or certified mail.

# AGREEMENT

For Transportation Services Between Visalia Unified School District and Oak Valley Union School District

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Notices to Visalia should be addressed to:

Mr. Erik Kehrer  
Chief Operations Officer  
Visalia Unified School District  
5000 West Cypress Avenue  
Visalia, CA 93277

Notices to Oak Valley Union should be addressed to:

Dr. Heather Pilgrim, Superintendent  
Oak Valley Union School District  
24500 Road 68  
Tulare, CA 93274

Oak Valley Union or Visalia may change its address of record for receipt of official notice by giving the other written notice of such change and any necessary mailing instructions.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement in duplicate the day and year first herein above written.

## VISALIA UNIFIED SCHOOL DISTRICT:

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Name

Date

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Chief Operations Officer

Title

## OAK VALLEY UNION SCHOOL DISTRICT:

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Name

Date



Superintendent

Title

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7.3

*TULARE COUNTY PLAN*  
*for*  
*PROVIDING EDUCATIONAL*  
*SERVICES*  
*to*  
*EXPELLED YOUTH*  
*APPROVED BY THE*  
*TULARE COUNTY BOARD OF EDUCATION*  
*2021-2024*

Tim A. Hire  
Tulare County Superintendent of Schools



**Tulare County**  
**Office of Education**  

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*Tim A. Hire, County Superintendent of Schools*



Plan for Providing Educational Services to Expelled Pupils  
between the  
Tulare County Office of Education  
and the following  
Tulare County School Districts

Allensworth School District  
Alpaugh Unified School District  
Alta Vista School District  
Buena Vista School District  
Burton School District  
Columbine School District  
Cutler-Orosi Joint Unified School District  
Dinuba Unified School District  
Ducor Union School District  
Earlimart School District  
Exeter Unified School District  
Farmersville Unified School District  
Hope School District  
Hot Springs School District  
Kings River Union School District  
Liberty School District  
Lindsay Unified School District  
Monson-Sultana Joint Union School District  
Oak Valley Union School District  
Outside Creek School District  
Palo Verde Union School District  
Pixley Union School District  
Pleasant View School District  
Porterville Unified School District  
Richgrove School District  
Rockford School District  
Saucelito School District  
Sequoia Union School District  
Springville Union School District  
Stone Corral School District  
Strathmore Union School District  
Sundale Union School District  
Sunnyside Union School District  
Terra Bella Union School District  
Three Rivers Union School District  
Tipton School District  
Traver Joint School District  
Tulare City School District  
Tulare Joint Union High School  
Visalia Unified School District  
Waukena Joint Union School District  
Woodlake Union School District  
Woodville Unified School District

### **Legal Basis for Triennial Review of the Plan for Expelled Youth**

AB 922 is codified at Section 48926 of the California Education Code, and requires that every three years the county superintendent of schools in counties that operate community schools, in conjunction with superintendents of the school districts within the county, develop a county plan for providing education services to all expelled students (the “Plan”). Once developed, the Plan shall be adopted by the governing board of each school district within the county and by the county board of education.

To meet the requirements of Education Code Section 48926, the Plan for Expelled Youth must:

- Enumerate existing educational alternatives for expelled students (see, Section I);
- Identify gaps in educational services to expelled students, and strategies for filling those service gaps (see Section III); and
- Identify alternative placements for students who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board. (See Section III.)

The processes of, including, but not limited to, referral, admission, entry, and transition referenced in this Plan apply to all students referred to the TCOE Community School Program for any reason, including, but not limited to, expulsion.

### **Requirement for Educational Program During Expulsion Period**

California Education Code Section 48916.1 requires that when a governing board orders that a student be expelled, it must ensure that the student is provided with an education program during the expulsion period. This Plan reflects the programs available to expelled youth enrolled in Tulare County school districts. Section 48916.1 also requires that districts report annual “outcome data” to the Superintendent of Public Instruction by June 30 (see Education Code Section 48916.1, attached as Appendix A).

### **Outcome Data Required under Education Code Section 48916.1(d)**

The outcome data required under Education Code Section 48916.1(d), to be maintained by each school district, includes the following:

- The number of students recommended for expulsion;
- The grounds for each recommended expulsion;
- Whether the student was subsequently expelled;
- Whether the expulsion order was suspended;
- The type of referral made after the expulsion; and,
- The disposition of the student after the end of the period of expulsion.



### **Implementation of the Plan**

Implementation of the Plan is subject to the State's funding of education during the next three years. Should the State reduce educational dollars resulting in the County program operating at a deficit, the Tulare County Superintendent of Schools ("TCOE") will create an excess cost agreement in consultation with the County school district superintendents between districts and the TCOE to ensure adequate funding for serving students in the TCOE Community School Program.

## **I. Existing Educational Alternatives for the Expelled Youth of Tulare County**

School districts located within Tulare County offer a range of options for expelled students. Depending on the facts regarding the specific offense, the Education Code violation, and the governing board's order, a governing board may "suspend" the enforcement of the expulsion order and place the student:

- On the same school campus;
- At a different school campus within the district;
- In an alternative education program within the district; or,
- In an independent study program operated by the district.

A governing board may enforce the expulsion order and refer the student to:

- Its district community day school program;
- A district community day school program operated by another district on the condition that an attendance and behavior agreement has been developed by the districts;
- To the TCOE Community Schools Program; or,
- To a public charter school or to a private school. (The parents/guardians/responsible adults may elect to enroll the student in a private school; however, if they elect to do so, the parents/guardians/responsible adults are responsible for the costs, if any, associated with that private school enrollment.)

## **II. Tulare County Office of Education Services for Expelled Pupils**

TCOE offers education alternatives through its Community School Program. This program requires referrals from the school districts or from the courts and/or probation officers. The referral process is as follows:

### **A. Referral Process for TCOE Community School Program**

In order to refer a student to the TCOE Community School Program, it is necessary that a referral form be completed by the student's referring school district or agency. The referral form includes details regarding the student, including:

- Information regarding the student's Section 504 plan or individualized education program ("IEP") status with relevant paperwork, including, but not limited to, the current Section 504 plan or IEP, all assessment reports for assessments conducted over the past three (3) years, progress reports for the past year, and all manifestation determination documentation related to the incident that is resulting in the referral to the TCOE Community School Program;
- Probation status;
- Dependency status;
- Reason for expulsion with relevant paperwork, including any stipulated expulsion or suspended enforcement agreements;
- Student's progress toward meeting the student's school district of residence's high school graduation requirements, including any relevant information (e.g. adjusted graduation requirements or plan to be a fifth year senior) related to the student's graduation requirements pursuant to California Assembly Bills 1806 (2014) and 2306 (2016) for students who are homeless, foster youth, or have attended a juvenile court school;
- Attendance information from the last school year and the current school year, including any information related to Student's participation in the SARB process (letters, court documents, etc.);
- Immunization records;
- ELPAC (or alternative assessment) and Smarter Balanced Testing;
- Information from any Response to Intervention, multi-tiered system of support, and/or other general education interventions in which the student has participated prior to referral; and,
- The date on which the student will be eligible to return to the school district of residence.

The referring school district or agency shall communicate with the student's parents/guardians/responsible adults regarding all aspects of the referral process.

Upon the TCOE's receipt of a referral from the referring school district or agency, TCOE will determine if it can appropriately serve and/or has space for the student at the TCOE Community School Program. While TCOE attempts to serve as many of the referred students as possible; it is not required to take any students and may not be able to serve all students who are referred.

Reasons that a student may not be accepted into the TCOE Community School Program may include, but are not limited to, the following:



- Insufficient space in the TCOE Community School Program or in the student's specific grade level at the TCOE Community School Program;
- Insufficient space in or unavailability of the special education placement and/or services contained in a student's IEP or Section 504 plan;
- A review of the student's referral reveals potential issues related to child find under Section 504 or special education law;
- A review of the student's referral reveals a potential issue related to failure to assess the student for special education (either initial or re-evaluation) in all areas of suspected disability;
- A review of the student's file reveals that the student's special education placement and/or services per the student's IEP or Section 504 plan is likely inappropriate and the student likely cannot be appropriately served at the TCOE Community School Program;
- A review of the manifestation determination paperwork related to the incident resulting in referral to the TCOE Community School Program reveals that there may be an error—either procedurally or substantively—with the manifestation determination conducted;
- A review of the referral paperwork reveals inadequate general education interventions, especially alternatives to suspension;
- The student was previously unsuccessful in the TCOE Court or Community School Program;
- The student has been enrolled in the Community School Program and juvenile hall over the past six months and should be allowed the opportunity for success on a school district campus prior to additional enrollment in the Community School Program;
- The student's behavior prior to referral is too severe and/or dangerous and will pose a danger to staff and/or other students on the Community School Program campus;
- A victim of the student is already/will be on the Community School Program campus; and/or,
- There is a restraining order involving another student(s) on Community School Program campus.

If the student cannot be appropriately served and/or there is no space available for the student in the TCOE Community School Program, the TCOE Community School Program will notify the referring school district or agency in writing with the general reason(s) for denying admission to the TCOE Community School Program; should the referring school district or agency wish to obtain further information regarding the denial of admission, they may contact [Nicole Rocha/

Administrator of Educational Options at 559-651-2904] via telephone only for further information; no further information will be shared in writing. Additionally, there is no appeal process for denial of admission to the TCOE Community School Program.

The referring school district or agency shall be responsible for notifying the student's parents/guardians/responsible adults that the referral to the TCOE Community School Program was denied; TCOE shall have no responsibility for communicating with the parents/guardians/responsible adults regarding the referral process and/or denial of admission. The referring school district or agency shall not refer the student's parents/guardians/responsible adults to TCOE staff for information regarding these processes and/or additional information regarding a denial of admission. Any and all such contact to TCOE by parents/guardians/responsible adults will be referred back to the referring school district or agency for response.

If a student is able to be appropriately served and there is space available in the TCOE Community School Program, the TCOE Community School Program will contact the student and his/her parents/guardians/responsible adults to give notice of the date to report to the school for intake. As part of the intake process, the student, the parents/guardians/responsible adults, and TCOE staff will develop an Individual Learning Plan ("ILP") for the student. In addition to addressing the student's academic plan, the ILP will include the goal of the student's return to the school district of residence after the expulsion term. The ILP shall be in addition to and will not replace or override any of the components of the student's Section 504 plan or IEP.

#### **B. Transition Process from TCOE Community School Program**

Enrolled students will attend the TCOE Community School Program for the remainder of the expulsion period. At least 30 days prior to the end of the expulsion term, TCOE shall provide the school district of residence and any referring agency a notice of transition of student back to the school district of residence. Within the last 30 days of the student's term of attendance in the TCOE Community School Program, TCOE will convene a transition meeting with at least the following invited to attend: the student, at least one of his/her parents/guardians/responsible adults, TCOE representative(s), and at least one representative of the student's district of residence. Other collaborative partners may be invited to attend this meeting as well. Failure of any invited members, including, but not limited to, the district of residence, to attend this meeting will not prevent the meeting from moving forward. At this meeting, the team will review, and the district of residence will be provided with, a transition report indicating the reason for transition back to the district, transition recommendations, TCOE Community School Program attendance and the following:



- Information regarding the student's Section 504 plan or IEP status with relevant paperwork, including, but not limited to, the current Section 504 plan or IEP, developed while the student was enrolled in the TCOE Community School Program;
- Probation status;
- Dependency status;
- Discipline records;
- Student's progress toward meeting the TCOE Court and Community School high school graduation requirements, including any relevant information (e.g. adjusted graduation requirements or plan to be a fifth year senior) related to the student's graduation requirements pursuant to California Assembly Bills 1806 and 2306 for students who are homeless, foster youth, or have attended a juvenile court school;
- Attendance information;
- Immunization records;
- ELPAC (or alternative assessment) and Smarter Balanced Testing; and,
- Information from any Response to Intervention, multi-tiered system of support, and/or other general education interventions in which the student has participated in the TCOE Community School Program.

Failure of the district of residence to participate in this transition process will not prevent the student from being returned to the district of residence; the TCOE Community School Program shall have no obligation to maintain the student's attendance following date of exit for which the school district of residence is provided at least 30 days' notice. A school district of residence may take a student back prior to the end of the 30-day transition time period if it so chooses. If a student is enrolled for less than 30 days or is disenrolled by the district of residence prior to the 30-day notice time period, the district of residence will receive the transition report within five (5) business days of the student's disenrollment from the TCOE Community School Program.

If the school district of residence or referring agency believe it is appropriate to remove the student from the TCOE Community School program to return to the school district of residence but the TCOE Community School Program staff do not believe that it is appropriate for the student to return to the district of residence and the student should remain in the TCOE Community School Program at the end of the expulsion term, this recommendation will be communicated to the district of residence and referring agency.

This process does not replace any other meetings and/or hearings (such as a readmission hearing) that may be convened by the student's district of residence. Any district of residence processes (such as a readmission hearing) should be scheduled and held by the district of residence prior to the TCOE Community School Program transition meeting described herein.

Once a student is transitioned or removed from the TCOE Community School Program for any reason by any entity for five (5) or more school days, including, but not limited to disenrollment by parents/guardians/responsible adults or incarceration in juvenile hall, the student will be

deemed exited from the TCOE Community School Program. The student will not be able to return to the TCOE Community School Program without going through the referral process again. The TCOE Community School Program, however, will comply with all laws related to school of origin for foster and homeless students.

### **C. Educational Services Provided to Expelled Students with Exceptional Needs**

Consistent with state and federal law, a student with exceptional needs (who has a current IEP or Section 504 plan) may be expelled and referred by a school district for placement in the TCOE Community School Program. Enrollment in the TCOE Community School Program will be determined on an individual basis, and is dependent, in part, upon the appropriateness of placement and services available at the TCOE Community School Program to meet the individual needs of the student as stated in the current IEP or Section 504 plan as well as other factors described in Section II(A) above. As indicated above, a referral is not a guarantee of placement at the TCOE Community School Program. Districts may refer students with exceptional needs provided that:

- a. All procedural safeguards regarding the discipline of students with special needs have been met, including, but not limited to a procedurally and substantively appropriate manifestation determination meeting;
- b. The referring school district or agency has complied with all legal requirements regarding the education of special needs students, e.g., all procedural timelines have been met regarding annual/triennial reviews/assessments (Note: No students will be accepted if they have pending and/or overdue IEP/Section 504 plan assessments, meetings, etc. unless and until all timelines are brought current and/or are completed as specified on the referral form. This means that if anything is overdue or needs to be corrected, the referring school district or, if the student is being referred by an agency, the school district of residence must do so. Moreover, if an assessment is due within 60 days or less or an IEP team or Section 504 team meeting is due within 30 days or less, the referring school district or, if the student is being referred by an agency, the school district of residence must complete these processes.);
- c. The requirements as stipulated in Education Code Section 48915.5 have been met;
- d. The referring school district or agency has completed a Community School Referral Form and has provided the required attachments and documents; and,
- e. An IEP or Section 504 team has determined that a referral for placement at TCOE Community School Program meets the student's needs per the current IEP or Section 504 plan.



**D. High School Credits Awarded at TCOE Community School Program**

- a. The referring school district or, if the student is referred by another agency, the school district of residence shall calculate and provide all credits earned by the student, including partial credits for the portion of the current semester attended in the school district, to TCOE Community School Program within two (2) business days of the student's enrollment in the TCOE Community School Program.
- b. The TCOE Community School Program awards credits to high school students in accordance with the rules and regulations governing court and community schools. If the student does not earn full credits, partial credits will be awarded by TCOE Community School Program for the time of attendance in the TCOE Community School Program.
- c. The school district of residence shall accept any and all partial credits awarded to the student by any school district or the TCOE Court and Community School Program.
- d. TCOE Community School Program complies with California Assembly Bills 1806 and 2306 for students who are homeless, foster youth, or have attended a juvenile court school. Information regarding the student's status under these bills will be provided as part of the transition report when the student leaves the TCOE Community School Program.

**III. Identification of Gaps in Educational Services to Expelled Students and Strategies for Filling Those Service Gaps**

- a. **Due to the small number of grade K-6 students expelled and the legal requirement that such students be served in a separate program, service delivery can be problematic.**

Although smaller districts have worked cooperatively to place expelled students in neighboring Community Day Schools, the limitations for determining appropriate placement of elementary mandatory expulsions continue.

County/District Strategy for Addressing this Gap. Each district will review the available educational options to best provide a customized and appropriate program to meet the needs of its expelled students. Districts may consider operating their own K-6 community day school programs or form a consortium with consultation of TCOE to create a program of school district-shared costs and space.

- b. **Tulare County is a large county with remote districts. Distances between districts and the county program sites make it difficult for some students to participate in programs for expelled students offered by TCOE, charter schools, and/or other districts.**

County/District Strategy for Addressing this Gap. Remote districts within Tulare County may develop a community day program, or work with TCOE to provide a program for their expelled students. Districts may choose to form a consortium with the consultation of TCOE and create a program of school district-shared costs. Whenever possible the district and TCOE can negotiate transportation for students to a County Community School.

**c. Students referred attend TCOE Community School Program intake, but fail to attend class.**

County/District Strategy for Addressing this Gap. Students will be considered enrolled in the TCOE Community School Program once they attend the first day of instruction following the TCOE intake. If this student subsequently fails to attend school at least 80% of the time, the school district of residence will be contacted for a joint effort to obtain student's at least 80% attendance at the TCOE Community School Program, including, for example: phone calls, emails, and text messages to the student's parents/guardians/responsible adults; home visits by TCOE Community School Program staff; Probation Department intervention; Department of Family and Children Services intervention; and/or court intervention notices).

**d. Alternative educational placements for Community Day School failures, deemed to have failed meeting the terms and conditions of their rehabilitation plans at their review hearings or who pose a danger to other district pupils as determined by their governing board, who have committed another expellable offense, have limited placement alternatives.**

County/District Strategy for Addressing this Gap. Districts have extended additional supports to CDS students through their rehabilitation plans, behavior contracts, and input provided at review hearings. Stipulation in the 2021 Plan that county-operated Community Schools would consider conditional enrollment under a Memorandum of Understanding has offered more flexibility in placing students and will continue with the 2021 plan.

**IV. District Level Behavioral Intervention Approaches: Options to Minimize Number of Suspensions Leading to Expulsions and Expulsions Ordered: Support for Students Returning to Home Schools following Expulsion**

In proactive efforts to prevent expulsion, Districts shared behavioral intervention strategies employed prior to expulsion and referral to the TCOE Community School Program. These strategies have been identified by the Districts as effective interventions to minimize the number of suspensions leading to expulsion orders and to support students returning from suspensions. Those strategies include:



**Best Practices:**

Parental Involvement  
Progressive Discipline  
In School Suspension  
Counseling Program  
Proactive SST  
Multi-tiered PBIS  
Reconnecting Youth  
Trauma Informed Practices  
Behavior Data Tracking  
Alternative to Suspension Program  
Intervention Resource Class – Social Skills  
Leader in Me Strategies  
County Psychologists  
Behavior Plan Contracts  
CAST Classes  
Translation Services

**Support for Returning Students:**

Behavior Contracts  
Reinstatement Meetings  
Academic Intervention Support  
Formal and Informal check-in with student and Principal and/or school Psychologist and/or SSIP Coach, etc.  
Grades and Attendance Monitored  
Parent Involvement  
Communicate with Stakeholders  
Utilize Intervention Resource Class

Currently, districts report not having a disproportionate number of minority students expelled compared to minority enrollment. However, districts will continue to monitor data in order to be aware of disproportionate representations. The above-mentioned practices will continue and evolve as needs arise.

**V. District Responsibilities**

In accordance with Sections 48916 and 48916.1 of the Education Code, the school district of residence will be responsible for: 1) recommending a rehabilitation plan for expelled students; 2) ensuring that an educational program is provided to expelled students; and 3) complying with the state reporting requirements.

NEW INTERDISTRICTS 21/22		
STUDENT NAME	GRADE	WHERE THEY CAME FROM
<del>WILLIAM ORTEGA</del>	5	PLEASANT
<del>ROBERTO GONZALEZ</del>	TK	NEW TO SCHOOL
<del>ANTONIO GONZALEZ</del>	3	MAPLE
<del>ALYAH GONZALEZ</del>	8	LOS TULES
<del>GUAN ZAPIEN</del>	6	WILSON
<del>BRISON MAREIN</del>	3	PLEASANT
<del>LUIS BRISENO</del>	5	WAUKENA
<del>DAVID BRISENO</del>	3	WAUKENA
<del>JOELYN BRISENO</del>	6	WAUKENA
<del>ANNE BRISENO</del>	K	NEW TO SCHOOL K
<del>DEBBY VANEZ</del>	1	PLEASANT
<del>CARLOS VANEZ</del>	3	PLEASANT
<del>JOSEIN VANEZ</del>	6	PLEASANT
INTERDISTRICT THAT CAME IN AFTER 5/25/2021		
<del>DAVID GOMEZ</del>	1	TULARE
<del>MARIO MENA MARINEZ</del>	2	TULARE
<del>JOSE</del>	2	TULARE
<del>JOAQUIN</del>	2	TULARE
<del>JOAQUIN</del>	1	TULARE
<del>BERNARDO</del>	1	VISALIA
<del>JOAQUIN</del>	1	VISALIA
<del>LUIS STOKES</del>	2	TULARE
<del>JOSE</del>	1	TULARE
<del>JOSE</del>	1	TULARE
<del>BERNARDO</del>	1	TULARE
<del>JOSE</del>	2	TULARE
<del>JOSE</del>	2	TULARE



<del>ERIN STINE ROZ</del>	1	MEXICO LIVING IN OUR DISTRICT
<del>JOSEPH BARBERA</del>	EX-TK	NEW TO SCHOOL IN OUR DIST

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Oak Valley Union Elementary School District
CDS Code:	54-72017-6054175
LEA Contact Information:	Name: Heather Pilgrim, Ed.S. Position: Superintendent Phone: 559-688-2908
Coming School Year:	2021-22
Current School Year:	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$5,828,350
LCFF Supplemental & Concentration Grants	\$1,139,696
All Other State Funds	\$452,130
All Local Funds	\$23,091
All federal funds	\$661,063
Total Projected Revenue	\$6,964,634

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$7,008,248
Total Budgeted Expenditures in the LCAP	\$1,329,150
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,329,150
Expenditures not in the LCAP	\$5,679,098

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$196,245
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$160,083

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$189,454
2020-21 Difference in Budgeted and Actual Expenditures	\$-36,162

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	
The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2021-22. Provide a brief description of	The district is using both the LCP and LCAP as a guide for continuous improvement in our students with greatest needs. The LCAP additionally provides the following: professional development in various content areas, the technology director and computer tech, a school counselor, Art teacher, PE teacher, a community liaison, part time instructional aides for



# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oak Valley Union Elementary School District

CDS Code: 54-72017-6054175

School Year: 2021-22

LEA contact information:

Heather Pilgrim, Ed.S.

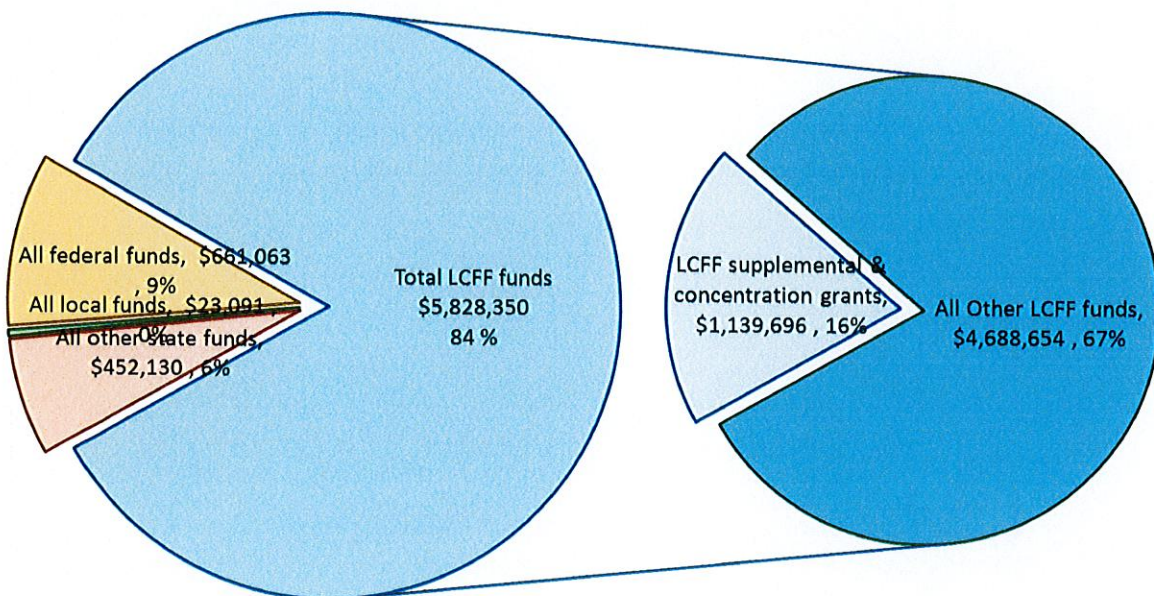
Superintendent

559-688-2908

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

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source



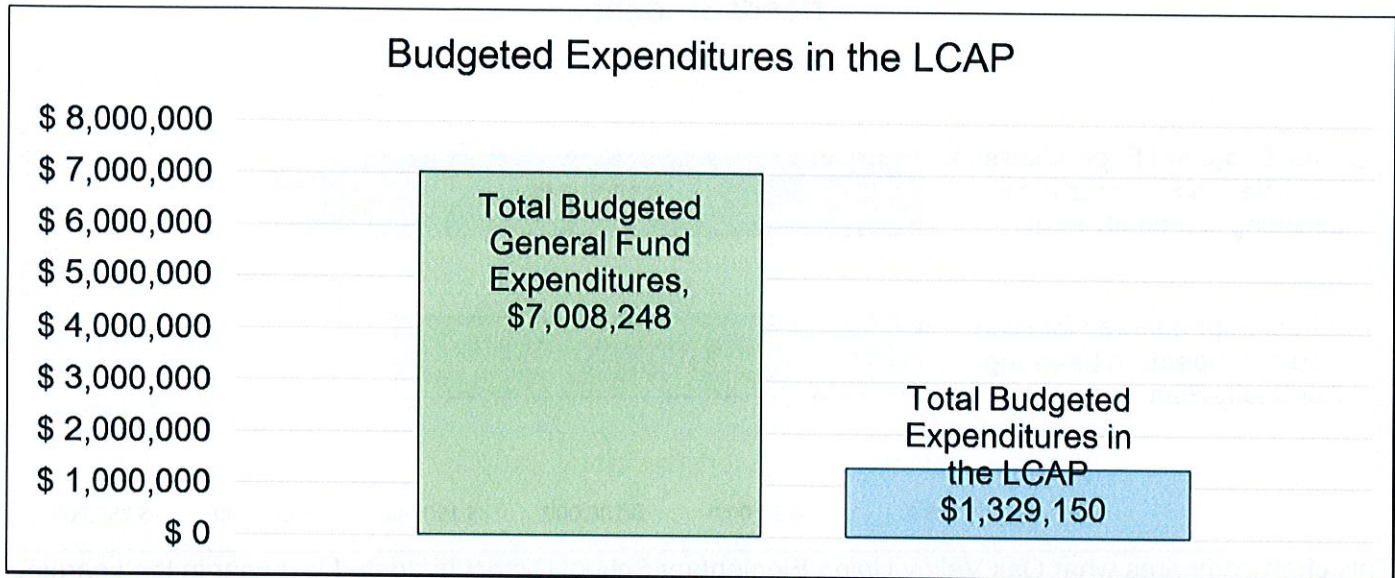
This chart shows the total general purpose revenue Oak Valley Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Oak Valley Union Elementary School District is \$6,964,634, of which \$5,828,350 is Local Control Funding Formula (LCFF), \$452,130 is other state funds, \$23,091 is local funds, and \$661,063 is federal funds. Of the \$5,828,350 in LCFF Funds, \$1,139,696 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).



## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Oak Valley Union Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Oak Valley Union Elementary School District plans to spend \$7,008,248 for the 2021-22 school year. Of that amount, \$1,329,150 is tied to actions/services in the LCAP and \$5,679,098 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

### Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Oak Valley Union Elementary School District is projecting it will receive \$1,139,696 based on the enrollment of foster youth, English learner, and low-income students. Oak Valley Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oak Valley Union Elementary School District plans to spend \$1,329,150 towards meeting this requirement, as described in the LCAP.

The district is using both the LCP and LCAP as a guide for continuous improvement in our students with greatest needs. The LCAP additionally provides the following: professional development in various content areas, the technology director and computer tech, a school counselor, Art teacher, PE teacher, a community liaison, part time instructional aides for TK-2, student recognition, parent and family engagement activities, and a new Family Resource Center.



# Local Control 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
Oak Valley Union Elementary School District	Heather Pilgrim, Ed.S. Superintendent	h.pilgrim@oakvalleyschool.org 559-688-2908

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Oak Valley is a single school district currently serving 575 students from Transitional Kindergarten through Eighth grade. It is a school rich with over 60 years of history and tradition which has drawn parents to send their student to our school. We have 62% of our students that come from outside of our attendance area and are on an Inter-District agreement. Despite this make-up, it is a school that invites parents and community to become an integral part of the organization.

Oak Valley's profile must be considered within the context of the larger community of Tulare County and the San Joaquin Valley. It is the most productive agricultural county in the world's greatest agricultural region. This region has some of the highest poverty rates in the state.

Oak Valley's enrollment reflects the demographic picture of the county and surrounding area. Seventy-two percent of Oak Valley students receive free or reduced lunch. English learners represent 22%, Special Needs students represent just under 5%, and Migrant students equate to just under 6% of the overall student population. The largest student group of students is Hispanic at 76%; the second is White, Non-Hispanic at 21%.

The district serves its students with a total of 29 full-time teachers. This includes an Art Teacher and a PE teacher. In order to support the Governing Boards vision of small class sizes, instructional aides support teachers in every classroom grades TK- 2nd grade. Students with special needs are provided with a full-time Special Education teacher and two instructional aides that are employed by the Tulare County Office of Education. A School Counselor was added to recently to support students with their socio-emotional needs. Additionally the district increased the amount of days for the School Psychologist to 2.5 days. The district recently hired an Intervention Specialist, along with 3 intervention instructional aides, that will support all students with learning loss beginning Fall 2021. The Bilingual Aide and the Library Tech position have both become full time positions in order to increase time spent with our ELD students and increase access to the library to support our literacy initiative. The school is led by the school site Principal. It is this team that works every day to provide a rigorous, supportive educational experience that meets the individual learning needs of every student.



## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to the pandemic the Dashboard was suspended for the 2020-2021 school year. The previous year, 2019, the district was on an upward trajectory in ELA and math, along with a decrease in chronic absenteeism. The 2019/2020 school year also brought brand new administration at the Superintendent and Principal level. The year began with great hopes of new leadership, collaboration, and a new lense on student learning at Oak Valley. Right about the time that the administration was beginning to recognize the areas of growth, the pandemic hit and the lense we were looking through turned dark. We were all thrust into a situation that no one had ever been in. More than ever, this was a time where leadership had to come together just to get through the 19/20 school year. Once it was recognized that the changes were going to continue into the 20/21 school year, we knew that this was not temporary and the educational landscape was forever changing.

At this point, it was evident that teachers and administration needed to have a consistent, formative way to monitor academic progress while the students were not at the school site. The purchase of IXL, an online standards-based learning and assessment system, became an integral part of our instruction. IXL not only housed access to our adopted curriculum, it also provided for diagnostic assessments in all standards and based on their performance students could be assigned intervention work. IXL not only provided teachers with the ability to recognize student progress and gaps, they also had the ability to share this information with parents frequently.

One of the 19/20 objectives was to begin a strategic approach to Guided Reading. Training, coaching, and collaboration amongst the teachers was amazing. Every K-3rd grade teacher committed to the district goal and consistent fidelity to the program was being achieved. When distance learning became a reality, the teachers and the instructional aides remained committed to the Guided Reading groups. Virtual training was provided to help teachers work through the frustrations of providing a small group virtually. In the end, our students were provided with their small group instruction consistently because of the hard work and dedication of our teachers.

The pandemic also required all teachers to become savvy at facilitating technology throughout their instruction. Initially teachers were introduced to SWIVL, a device that allowed teachers to present their lessons through a live feed that students could access from home and the device freed up the teacher from having to stay behind a laptop. The SWIVL "swivels" and follows the teacher during instruction. Another tool, Google Classroom, became a useful requirement for teachers to become savvy at so that students of all ages could turn in assignments online instead of the previous mode of paper packets. Google Classroom also provided an opportunity for increased parent communication through Google Hangouts and email. Specific training to give teachers knowledge of how to diversify their instruction became extremely important to keep students engaged. Through the districts 1:1 initiative, every student had a computer at home to utilize the online classroom platform along with hot spots in order to access the internet. The technology department worked feverishly to ensure all teachers, staff, and students did not have any interruptions in learning and instruction. This became a daunting task but through an addition of tech support, they succeeded.

Student's mental health became an area of focus almost immediately. The School Counselor developed an online "Counseling Classroom" so that every could have access to the counselor and to activities that helped students through their emotions. The counselor also continued to have small groups and 1:1 counseling sessions throughout distance learning. Other courses such as PE and art also gave students other



outlets to assist in balancing the required screen time that they were becoming very tired of having. Extra curricular opportunities has now become a vital source for balance in the curriculum.

Overall, the dashboard was obsolete but local data was retrieved from such programs as IXL assessments, Guided Reading assessments, teacher/student and teacher/parent conversations, engagement reporting, grades, and local benchmarks. In the end, Oak Valley continued to push students forward in their learning.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Pandemic recovery efforts will need to be in place for the next few years thus close monitoring of student progress academically and socio-emotionally become of utmost importance. With the transition of new administration also came the Executive Order to social distance. This administration has not been able to have a school year uninterrupted by COVID19. Therefore, there is a need to develop consistent, routine protocols for normal day-to-day implementation of our programs as well as creating a system of supports that will ensure children progress forward in their learning. Then, a frequent, formative assessment check that will identify students early on if they are falling behind. An intervention team needs to be in place to solely focus on these students as well as have appropriate strategies and curriculum for intervention students to engage in.

Currently, our 3rd-8th grade students have only mastered 23% of ELA and 26% of math standards on the Outgoing Assessments. Instruction will need to focus on accelerating learning by consistently reviewing the skills needed prior to teaching grade level content. This rhythm of pre-teaching will need to become a normal practice of instruction until scores show an increase in proficiency.

Fifty-four percent of our Kinder thru 2nd grade students and 35% of our distance learners are reading at or above grade level. Although, 32% of our Kinder thru 2nd grade students are within one year of reading at grade level, this is not including the 60% of distance learners who are within a year behind. With intense interventions with the students who are within a year behind, it is likely that we will be able to get these students reading on grade level within the next year.

This LCAP reflects the aforementioned needs. It's actions include trainings to support teachers with accelerated learning and the MTSS model. It also supports an Intervention team that includes an Intervention Specialist and additional instructional aides. This LCAP also continues to support the Governing Boards priorities of providing a well rounded education in a safe, learning environment that invites parental collaboration.



# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Governing Boards overarching goals for the district are reflected in the 2021-2024 LCAP. Due to Oak Valley UESD being a rural TK-8 school district, it is very important that the district provides its students with opportunity to access a broad course of curriculum in an engaging, safe learning environment. The Governing Board also recognizes that the relationship with the parent is vital to support the needs of the students in a holistic, wrap around approach. This is all highlighted in the LCAP by 1) providing for an Ag and Art teacher to broaden instruction, 2) providing staff and parent training on how to create a supportive relationship to foster student support in the home, and 3) provide a school counselor that can act as a facilitator between home and school offering consistent support of our students mental health needs. More specifically, this LCAP introduces a focus goal for the first time and it is to assist in the district's literacy initiative to see that at least 85% of students are reading on grade level by 3rd grade. This goal includes actions such as creating a 4 year old Expanded TK class, maintaining smaller class sizes, and providing summer school in order to hit this mark of 85%. The other objective from this focus goal is to increase our reclassification rate through literacy acquisition.

## 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



## Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Throughout the year the Superintendent meets with various stakeholder groups to retrieve insight on various topics. Data is retrieved and recorded qualitatively and quantitatively through various surveys depending on the stakeholder. The following is a calendar of stakeholder meetings during the 2020-2021 school year:

Grade Level Lead Meetings, Twice a month  
Certificated PLC Meetings, Weekly  
Classified Staff Meetings, Once per Trimester  
SSC/ELAC, 3 times per year  
ELD Committee meeting, March 10, 2021  
Superintendent Student Council, 3 times per year  
SELPA TCOE annually

Various surveys are also given throughout the year:

LCAP Parent Survey March 2021  
Certificated Staff participated in an LEA Self Assessment, Spring 2021  
Staff Development Survey, March 2021  
Youth Truth Survey, November 2020

All information gathered is considered from all stakeholders and compared with various performance data to identify appropriate expenditures that would meet the district's needs.

A summary of the feedback provided by specific stakeholder groups.

The following summarizes feedback provided by specific stakeholders:

Teachers and staff are feeling that academic support needs to be provided through supplemental activities such as tutoring, intervention teachers, and summer school. Grade level leads stated that programs like PBIS and AVID would be useful along with appropriate training for teachers to support those programs because they offered a district-wide, systematic approach to learning supports. The response to the staff professional development survey indicated a request for additional training in 1)writing instruction, 2) Instructional Technology, and 3) ELD instruction. Survey results from the climate survey indicated low scores in the areas of: team building, cultural diversity, feeling valued, not being part of the decision making, autonomy in creativity, and communication. The ELD committee, that is comprised of 3 teachers, 1 aide, and the principal, suggested in a meeting to add programs such as: Mystery Science, additional field trips just for ELLs, literacy books to



keep at home, increase cultural celebrations, and Rosetta Stone for enrichment. Classified staff encourage more cultural diversity, improve parent/teacher relationships, and create a library that is open all day.

Parents had a wide-range of suggestions but consistently there was a message of 1) additional support needs to be provided for struggling learners through additional aides, reading intervention teacher, or after school tutoring, 2) broadening enrichment activities that include hands on learning along with more rigorous content and include the primary level, 3) a request for anti-bullying activities, and 4) more communication with parents that includes training on how to help their child at home.

Students are requesting additional equipment to play with on the playground. They would also like to see more activities during special celebrations such as Red Ribbon Week that could have food for sale during the events. Instructionally they would like more chemistry, astronomy, field trips, and better access to the internet. They evidently keep getting kicked off the internet at home.

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Goal 1 is focused on providing students with a broad course of curriculum to meet the desires of the students and parents. Therefore, an Art teacher and Ag teacher is provided along with a Technology Director that will continue to help provide technology support at school and at home.

Goal 2 is focused around parental support. There is a common theme between staff and parents that they would like their relationships to grow in order to produce increased parent involvement. Therefore, programs such as Latino Family Literacy Project is an action that will engage parents on how to help their child's literacy at home. This also supports the district's literacy initiative (focus goal 3). The district will also commit to providing parent engagement training to all certificated staff in order to find ways to build relationships with our parents. Lastly, an Intervention Resource Center (IRC) will be developed not only to house our intervention specialist and aides, but to also provide a space for PTO to engage with administration and staff so that they become an integral part of the organization.

Goal 3's focus is solely on reading proficiency knowing that if we can create supports for struggling learners, we will not only support the LEAs goal but parents and staff could see that they are being part of the solution as well. Their requests included additional intervention staff and training, which the actions in this goal provide. This goal also supports the request for additional supplemental support such as summer school and the addition of an additional Expanded TK class for 4 year olds.

Lastly, Goal 4 is meeting the socio-emotional requests to students, parents, and staff. Providing a school counselor will assist with anti-bullying programs in order to provide a safer school learning environment.



# Goals and Actions

## Goal

Goal #	Description
1	All students, including SPED and ELLs, are exposed to a well-rounded, broad course of curriculum, which includes the CCSS, VAPA, CTE, as well as athletics in order to prepare students for college and careers. (STATE Priority: 2,4,7)

An explanation of why the LEA has developed this goal.

During a board priority session, the Governing Board established a priority that all Oak Valley students enter high school with exposure to a broad course of curriculum in order to help prepare students to access a specific pathway of interest in hopes that our students would be more aware of which course offerings they would be interested in. Therefore, this goal helps create curriculum options for our students. Parents have also expressed in stakeholder meetings that they desire enrichment programs such as 4H.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Course enrollment	2020-2021 All Middle School students have the opportunity to take Art and Ag. Kinder thru 5th grade have revolving opportunities to be exposed to Art and Ag through teachers preps.				All students K-8th grade have exposure to Art and Ag courses.
Online Curriculum Usage Reports	2020-2021 Majority of teachers utilize online curriculum platforms for instruction. Those that are not being used are discontinued.				All online platforms are used by all teachers if appropriate for their grade level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Technology usage report	2020-2021 All students who need access to technology and the internet have access.				All students have access to technology and the internet.
SARC	2020-2021 one teacher miss-assignment.				No teacher miss-assignments
Academic Standards and or Framework Reflection Tool	2020-2021 All core content courses and VAPA are aligned with the state adopted standards. STEM and Coding are in progress of alignment with the frameworks.				All core content and elective courses are aligned with the state adopted standards and or frameworks
ELA Academic Indicator	2019 2.9 points below standard on Dashboard				1 point below standard on Dashboard
Math Academic Indicator	2019 15.3 points below standard on Dashboard				5 points below standard on Dashboard

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Software, apps, and license agreements	In order to provide access to various online curriculum programs for instruction.	\$30,000.00	Yes
2	Technology Coordinator and tech support	Ensures all students, included SPED and ELLs, have access to technology.	\$89,458.00	Yes



Action #	Title	Description	Total Funds	Contributing
3	Art teacher	In order to broaden course access to all students including low income, ELLs, and SPED students.	\$100,489.00	Yes
4	Ag Teacher	In order to provide a broad course of curriculum for all students including low income, ELLs, and SPED. The district is creating the OV Farm. This action will provide for the teacher and materials needed to run the program.	\$85,334.00	Yes
5	STEAM Lab Supplies	A STEAM (Science, Technology, Engineering, Arts, and Mathematics) lab has been created to offer enrichment activities for all students including low income, ELLs, and SPED students during Walk To Success time. This action will support the materials needed to build the program.	\$10,000.00	Yes

## Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**



# Goals and Actions

## Goal

Goal #	Description
2	Parents are provided with the resources they need to support their child's growth and development, along with opportunities to participate in a variety of activities both inside and outside the classroom setting, including the decision-making process of the district. (State Priority: 3.5,6)

An explanation of why the LEA has developed this goal.

Goal 2 mirrors the Governing Boards priority of collaborating with parents and supporting their needs. Parents have also indicated that they would like to feel more welcome at the school, specifically in the classroom. This goal provides a way to increase parent involvement in the classroom.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent visitation logs	One third of all classrooms provide opportunities for parents to visit and be involved in class activities. Baseline established in 2021-2022				Every classroom has record of parents participating actively and consistently.
Participation rate	25% of our neediest (ELL, Low income, minority) families participate in the Family Latino Literacy project. Baseline established in 2021-2022.				100% of our neediest families have participated at least once during the past 3 years, in the Family Latino Literacy project.
IRC Participation Rate	All parents have the opportunity to access				75% of our parents have visited the IRC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the Intervention Resource Center and there is an increase in the amount of parents visiting the IRC throughout the years. Baseline established in 2021-2022				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement Training	All teachers and staff participate in parent engagement training in order for parents to feel welcome to campus and into the classrooms.	\$5,000.00	Yes
2	Latino Family Literacy Project	Provide parent training in literacy in order to increase parent involvement, reading & vocabulary, family reading routine, and engagement with staff.	\$4,100.00	Yes
3	Intervention Resource Center	Create a space for parents of unduplicated families that will offer academic support for them at home as well as a space to become involved with parent activities during the day such as PTO meetings, SSC/ELAC meetings, sign up for volunteering in the classroom and other activities. It is also a space to connect with outside resources.	\$2,000.00	Yes

## Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.



An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Focus Goal: Each year 80% of exiting 2nd grade students read on grade level. If students are struggling to meet this goal, MTSS is in place to meet the intervention needs of the student. (State Priority: 2,4,5)

An explanation of why the LEA has developed this goal.

We would like to increase our English Learner Reclassification rate as identified on the Dashboard data. Reading proficiency will assist in reading, writing, listening, and speaking for our EL students. Previously, there was not a consistent process of collecting and analyzing reading proficiency data.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Focus Walk data	Baseline created in 2021-2022				100% of teachers are utilizing best practices learned from trainings.
English Learner Progress	2019 52% of ELLs are progressing in English proficiency as indicated on the Dashboard				70% of ELLs are progressing in English proficiency as indicated on the Dashboard
DRA results	2020-2021 42% of 2nd grade students reading on grade level on the May DRA results				80% of 2nd grade students reading on grade level on the May DRA results
Tier 2 and Tier 3 percentages	Baseline created in 2021-2022				<15% Tier 2, <5% Tier 3

## Actions



Action #	Title	Description	Total Funds	Contributing
1	Professional development/Coaching	Professional Development activities/coaching provided by TCOE in Guided Reading, Writing, ELD and Instructional Technology in order to increase reading proficiency and reclassification rates.	\$20,000.00	Yes
2	TK-2nd grade Instructional Aides	Part time instructional aides that provide small group literacy support including unduplicated and exceptional needs students.	\$239,447.00	Yes
3	Bilingual Aide	Full time Bilingual Aide that works specifically with ELLs one-on-one, within a small group setting, or pushes into the classroom for assistance in order to increase English proficiency.	\$14,758.00	Yes
4	Additional teachers hired for smaller class sizes	Maintain additional teachers in grades TK, 4th, 5th, and 6th grade in order to provide smaller class sizes to support the high risk needs of our unduplicated, ELLs, and special need students.	\$454,150.00	Yes
5	Summer school	Provide summer school enrichment program to enhance literacy skills in all students including our unduplicated students and students with special needs.	\$38,762.00	Yes
6	Expanded TK class	Provide an additional 4 year old expanded TK class that will support early acquisition of literacy skills for all students including unduplicated students and students with special needs.	\$99,238.00	Yes

## Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**



# Goals and Actions

## Goal

Goal #	Description
4	Students are highly engaged in a positive, safe, learning environment that supports the socio-emotional needs of the students in order to achieve school connectedness. (State Priority: 1,4,5,6)

An explanation of why the LEA has developed this goal.

This goal also supports the board's priority of ensuring our children are safe and we are meeting the socio-emotional needs of students. This is especially important due to the recent ramifications of the pandemic and students being forced into distance learning.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Youth Truth Survey Results	75% of students feel safe at school				85% of students feel safe at school
FIT report	Excellent Rating				Maintain excellent rating
Chronic Absenteeism rate	2019 3.9% Chronic Absenteeism rate as indicated on the Dashboard				<3% Chronic Absenteeism rate as indicated on the Dashboard
Suspension Rate	2019 .7% as indicated on the Dashboard				<1% as indicated on the Dashboard

## Actions

Action #	Title	Description	Total Funds	Contributing
1	School Counselor	Provide a school counselor that creates small groups and provides one-to-one sessions for students that are in need of socio-emotional and behavioral support.	\$96,907.00	Yes



Action #	Title	Description	Total Funds	Contributing
2	Facility Maintenance	In order to provide a safe, learning environment for all students, this action is necessary to make repairs to an aging school facility that at any given time, a significant repair might be necessary.	\$30,000.00	Yes
3	Grade Level Leads	One teacher from each grade level will be selected thru an application process to become a lead for that grade level. Grade level leads provide another layer of leadership that helps disseminate information from administration in order to provide an efficient, effective learning environment for all.	\$9,507.00	Yes

## Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**



## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
25.27%	1,221,133.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

### Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 2 Action 1 Parent Engagement Training. This action was developed out of the data retrieved from parents and staff that felt there needs to be a way that we can improve relationships between the two groups and improved their participation in and outside of the classroom. OV is made up of nearly 75% low income families so this action will have a strategic approach in reaching those families.

Goal 2 Action 2, Latino Family Literacy Project. This action was developed out of the same data from Goal 2 Action 1. This action provides specific training for all parents but there will be a strategic approach in reaching out to our ELLs as well as our low income families which for the majority of ELLs fall into the low income category as well.

Goal 2 Action 3, IRC. The development of the Intervention Resource Center is crucial in helping our struggling learners, especially due to the pandemic, who all so often end up being our low income students as well as our ELLs. Data from the parent and staff surveys indicated a need for additional support and a plan of how to provide the supports.

Goal 3 Action 1, PD/Coaching. Staff surveys indicated a desire to receive more training on how to help ELLs through reading and writing instruction. Therefore, ongoing support for our teachers and instructional aides will help them instructionally which directly helps our ELL and low income students at their specific learning level.

Goal 3 Action 4, Additional Teachers. Parents and teachers enjoy the small class sizes at OV because there is a feeling that more 1:1, individualized help with our low income, ELL students can occur more frequently. This was indicated in various current and past surveys. This action continues to be in the LCAP because of its effectiveness and the ongoing desire of stakeholders.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The district is providing specific actions for low income and English learners (district does not currently have any foster youth) by lowering class sizes by adding additional teachers and instructional aides that provide a strategic instructional approach to meet our unduplicated students specific learning needs. This amounts for these actions is well over the 25.27% increased amount.



## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,220,438.00			\$108,712.00	\$1,329,150.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,194,202.00	\$134,948.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Software, apps, and license agreements	\$30,000.00				\$30,000.00
1	2	English Learners Foster Youth Low Income	Technology Coordinator and tech support	\$89,458.00				\$89,458.00
1	3	English Learners Foster Youth Low Income	Art teacher	\$100,489.00				\$100,489.00
1	4	English Learners Foster Youth Low Income	Ag Teacher	\$85,334.00				\$85,334.00
1	5	English Learners Foster Youth Low Income	STEAM Lab Supplies				\$10,000.00	\$10,000.00
2	1	Low Income	Parent Engagement Training	\$5,000.00				\$5,000.00
2	2	English Learners Low Income	Latino Family Literacy Project	\$4,100.00				\$4,100.00
2	3	English Learners Low Income	Intervention Resource Center	\$2,000.00				\$2,000.00
3	1	English Learners Low Income	Professional development/Coaching	\$20,000.00				\$20,000.00



Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	TK-2nd grade Instructional Aides	\$165,000.00			\$74,447.00	\$239,447.00
3	3	English Learners	Bilingual Aide				\$14,758.00	\$14,758.00
3	4	English Learners Low Income	Additional teachers hired for smaller class sizes	\$454,150.00				\$454,150.00
3	5	English Learners Foster Youth Low Income	Summer school	\$38,762.00				\$38,762.00
3	6	English Learners Foster Youth Low Income	Expanded TK class	\$99,238.00				\$99,238.00
4	1	English Learners Foster Youth Low Income	School Counselor	\$96,907.00				\$96,907.00
4	2	English Learners Foster Youth Low Income	Facility Maintenance	\$30,000.00				\$30,000.00
4	3	English Learners Foster Youth Low Income	Grade Level Leads				\$9,507.00	\$9,507.00



## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,220,438.00	\$1,329,150.00
<b>LEA-wide Total:</b>	\$1,220,438.00	\$1,329,150.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Software, apps, and license agreements	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	\$30,000.00
1	2	Technology Coordinator and tech support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$89,458.00	\$89,458.00
1	3	Art teacher	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,489.00	\$100,489.00
1	4	Ag Teacher	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,334.00	\$85,334.00
1	5	STEAM Lab Supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$10,000.00
2	1	Parent Engagement Training	LEA-wide	Low Income	All Schools	\$5,000.00	\$5,000.00
2	2	Latino Family Literacy Project	LEA-wide	English Learners Low Income	All Schools	\$4,100.00	\$4,100.00
2	3	Intervention Resource Center	LEA-wide	English Learners Low Income	All Schools	\$2,000.00	\$2,000.00



Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	Professional development/Coaching	LEA-wide	English Learners Low Income	All Schools	\$20,000.00	\$20,000.00
3	2	TK-2nd grade Instructional Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$165,000.00	\$239,447.00
3	3	Bilingual Aide	LEA-wide	English Learners	All Schools		\$14,758.00
3	4	Additional teachers hired for smaller class sizes	LEA-wide	English Learners Low Income	All Schools	\$454,150.00	\$454,150.00
3	5	Summer school	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$38,762.00	\$38,762.00
3	6	Expanded TK class	LEA-wide	English Learners Foster Youth Low Income	All Schools TK	\$99,238.00	\$99,238.00
4	1	School Counselor	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$96,907.00	\$96,907.00
4	2	Facility Maintenance	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	\$30,000.00
4	3	Grade Level Leads	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$9,507.00



## Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
<b>Totals:</b>				<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
<b>Totals:</b>					

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).



- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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



# Plan Summary

## Purpose

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

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.



# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, school-site-level advisory groups, as applicable (e.g., school-site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.



- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures



- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### Focus Goal(s)

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



**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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

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

**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***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFE 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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:



- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22.</b>	Enter information in this box when completing the LCAP for <b>2021–22.</b>	Enter information in this box when completing the LCAP for <b>2022–23.</b> Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24.</b> Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25.</b> Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22.</b>

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

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

### Goal Analysis:

Enter the LCAP Year



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

- 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.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.



**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

#### **Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school



climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

#### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**



Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:



- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Oak Valley Union Elementary School District	Heather Pilgrim, Ed.S. Superintendent	h.pilgrim@oakvalleyschool.org 559-688-2908

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).



Expected	Actual
<b>Metric/Indicator</b> Attendance Rate <b>19-20</b> 96.0% <b>Baseline</b> 95.4%	97%
<b>Metric/Indicator</b> Suspension Rate <b>19-20</b> 2.5% <b>Baseline</b> 4.9%	18 days suspension 8 students
<b>Metric/Indicator</b> Chronic Absenteeism <b>19-20</b> 3.9% <b>Baseline</b> 4.5%	In Person students: 2% Distant Learners: 4%
<b>Metric/Indicator</b> Expulsion Rate <b>19-20</b> 0% <b>Baseline</b> 0%	0%
<b>Metric/Indicator</b> Middle School Dropout Rate <b>19-20</b> 0% <b>Baseline</b> 0%	0%



Expected	Actual
<b>Metric/Indicator</b> CAASPP Math (English Learners) <b>19-20</b> 65.1 points below standard <b>Baseline</b> 80.1 points below level 3	Local Math Assessment: 12% Mastery on Illuminate Outgoing
<b>Metric/Indicator</b> CAASPP Math(Socio/Eco Disadvantage) <b>19-20</b> 43.1 points below standard <b>Baseline</b> 58.1 points below level 3	Local Math Assessment: 21% Mastery on Illuminate Outgoing
<b>Metric/Indicator</b> CAASPP Math (Students W/Disabilities) <b>19-20</b> 139.6 points below standard <b>Baseline</b> 154.6 points below level 3	Local Math Assessment: 10% Mastery on Illuminate Outgoing
<b>Metric/Indicator</b> English Learner Reclassification Rate <b>19-20</b> 6.4% <b>Baseline</b> 5.8 %	Reclassified 1 student <1%
<b>Metric/Indicator</b> Percent of Facilities in Good Repair <b>19-20</b> 100% <b>Baseline</b> 100%	100%



## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Core Content Professional Development in Science. Efforts are directed towards supporting unduplicated and exceptional needs students.	Cost for Trainer 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$25,000  Substitute Cost 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$11,000  Substitute costs 1000-1999: Certificated Personnel Salaries Title II \$9,469	Cost for Trainer 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$4,500  1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 5,153.  1003 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,003
Induction support for one teachers @\$5,000 for support provider plus @\$3,000 per teacher for BTSA Program cost for each teacher.	Mentor Stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,000  TCOE BTSA Participation Cost 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,000	0  0
Software, apps, and license agreements for math online curriculum and keyboarding curriculum; Rosetta Stone, Lexia (Directed for unduplicated and English Learners), Accelerated Reader, etc.	Software purchases and licenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$50,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$42,683
Maintain full-time Technology Coordinator	Salary and Benefits Budget 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$69,817	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$65,711
Maintain part time computer lab aides	Salary and Benefits 2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$19,639



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Provide online elective courses to broaden course of study.	Salary and benefits 2000-2999: Classified Personnel Salaries Title III \$16,541	2000-2999: Classified Personnel Salaries Title III \$16,390
Continue to provide a Science Fair to improve and increase student access to science and Problem Based Learning Activities.	Online service for courses 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$30,000	5000-5999: Services And Other Operating Expenditures LCF Supplemental and Concentration \$6,770
	Materials and Supplies 4000- 4999: Books And Supplies Supplemental and Concentration \$1,000	0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the second half of the year being impacted by the pandemic and CDC guidelines of social distancing, we were not able to support the Science Fair nor offer family literacy nights. Instead the district used this money to purchase an online parent training program through Valley PBS in order to support our parents with distance learning. Additionally, collaboration days were not provided as well due to full distance learning and the fact that staff members had to stay socially distanced. The district used these funds along with ESSER funds to assist the costs of online training on how to accelerate learning via instructional technology that was provided by TCOE.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Instructional aides had the opportunity to be thoroughly trained in Guided Reading instruction in order to effectively provided reading groups in all K-3rd grade classrooms. Having the instructional aides came in very handy during distance learning. They actively continued to provided small groups reading instruction for K-3rd grade students, and were a tremendous support for the primary teachers that would have been spread too thin otherwise. The Art and PE teacher were also of value during distance and hybrid learning because of the variety of course offerings that they were able to provide. While at home, students were able to have access to physical activity and art instruction instead of having to be on the computer. The school psychologist was a vital resource for students that were suffering from mental health concerns. One of the challenges was offering Guided Reading training and coaching to teachers due to it all having to be conducted on Zoom. Teachers struggled providing a quality reading program virtually but the on-going support from the TCOE consultant to ease their fears and frustrations was helpful.



## Goal 2

Oak Valley will develop and implement a robust parent involvement program in which parents have maximum opportunities to experience positive interaction with the school program, other parents, extra-curricular activities, and school and district decision-making.

State and/or Local Priorities addressed by this goal:

State Priorities:      Priority 1: Basic (Conditions of Learning)  
                                  Priority 3: Parental Involvement (Engagement)  
                                  Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Parent conference participation rate, including parents of students with disabilities, based on % of all students <b>19-20</b> 91% <b>Baseline</b> 88% (2016-17)	99%
<b>Metric/Indicator</b> Registered parent volunteer rate <b>19-20</b> 15% <b>Baseline</b> 12% (2016-17)	New administration did not keep track of parent volunteers during the 19/20 SY. New administration only kept track of the amount of parent activities or training's offered to parents. There were a total of 19 parent training sessions offered for the year.
<b>Metric/Indicator</b> DELAC participation rate based on % of English Learner parents. <b>19-20</b> 17% <b>Baseline</b> 14% (2016-17)	17% via zoom



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Community Liaison: The district will continue to employ a part time community liaison to assist with Family Literacy Night, parent outreach, and Parent training programs..	salary and benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$16,705	Salary and Benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$16,295
Continue student recognition activities to encourage parents to participate in multiple activities at the school.	Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,000	Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$542
Recognize parent volunteers at the end of the year.	Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$200	Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$533
Provide fingerprinting for parent volunteers.	Service cost 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000	0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Unfortunately, the some of these funds were unable to be used as specified due to the pandemic and social distancing requirements but were still used on families by providing hot spots and other technology needs. The Parent Liaison was able to work the entire year 19/20 SY by helping parents virtually as well as one-on-one with technology assistance even though we could not provide in person Family Literacy nights in the Spring of 2020. Additionally, PIQE (Parent Institute for Quality Education) was also able to be completed due to it being offered the Fall 2019 semester prior to the pandemic. The costs of PIQE did increase from the previous year unexpectedly.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Providing in person support and collaboration with parents was next to impossible this year due to the pandemic. Although, the Community Liaison continued to be a success this year because she could reach out to the parents virtually, provide individual families into the Family Resource Center when they needed help with distance learning support or technology support.



Expected	Actual
<b>Baseline</b> 67.3 points below level 3	
<b>Metric/Indicator</b> CAASPP Math (All Learners) <b>19-20</b> 36.9 points below standard <b>Baseline</b> 51.9 points below level 3	Math Outgoing local assessment: All students 26% mastery
<b>Metric/Indicator</b> CAASPP Math (English Learners) <b>19-20</b> 65.1 points below standard <b>Baseline</b> 80.1 points below level 3	Math Outgoing local assessment: ELLs 12% mastery
<b>Metric/Indicator</b> English Learner Reclassification Rate <b>19-20</b> 6.4% <b>Baseline</b> 5.8 %	<1% due to suspension of the CAASPP Spring of 2020 due to the pandemic
<b>Metric/Indicator</b> Percent of students meeting standard in ELA benchmark. <b>19-20</b> 26% <b>Baseline</b> 23%	ELA Outgoing local assessment: All students 23% mastery
<b>Metric/Indicator</b> Percent of students meeting standard in Math benchmark. <b>19-20</b> 20%	Math Outgoing local assessment: All students 26% mastery



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Advance school safety through increased video surveillance, gate and door security systems.	Materials & Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$20,000 Installation services. 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$15,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,672.
Purchase supplemental Science materials to support our intervention program with assisting unduplicated students in Science and English Language Arts with a focus on vocabulary development	Purchase supplemental Science materials. 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$40,905	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$36,471
Rewards for student attendance/honor roll recognition program for all students.	4000-4999: Books And Supplies Supplemental and Concentration \$8,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,834
Maintain additional teachers hired in grades TK, 4th, 5th, and 6th to provide Early Childhood Education options, smaller class size, and intervention for unduplicated, special needs, and at-risk students.	Salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$378,017	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$408,802
Maintain 1:1 student to device level of technology by repairing and replacing devices as needed.	4000-4999: Books And Supplies Supplemental and Concentration \$25,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$876
Purchase E3D curriculum for Long Term ELs in order to increase English proficiency in effort for students to become reclassified.	4000-4999: Books And Supplies LCFF Supplemental and Concentration 25,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 17,869
Offer after school tutoring two times per week for unduplicated and students with exceptional needs.	Salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$21,500	0
Summer school 4 hrs./day/for 10 days/Teachers & Aides	Salary and benefits 1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries LCFF



A description of the successes and challenges in implementing the actions/services to achieve the goal.

This goal has been a vital component to providing enriching activities for our students through the addition of a STEM lab. Students are receiving an increase in exposure to science activities that is generating a new interests in the area of STEM. Although, it was a challenge to continue to provide field trips towards the end of the year due to the pandemic but we did get to about half of the field trips that were planned. Field trips become essential for our rural population so that they can be exposed to college and career activities. Field trips will become a focal point for our future LCAP because of the added benefit to our students. Another challenge with this goal is trying to find a security company that can update our systems. There are few companies that have the time and resources to meet our needs but we will continue to reach out to companies to reach this goal.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development for teachers on 1)How to Accelerate Learning and 2) How to create a rigorous virtual standards-based lesson.	27,708	30,839	No
Purchase of Hot Spots for our low income students to connect to the internet.	58,000	62,704.11	Yes
Purchase of additional Chromebooks to ensure 1:1 student access to Distance Learning.	10,252	10,072.69	Yes
Purchase of new teacher laptops in order for teachers to have efficient and appropriate technology access for distance learning.	73,500	79,603.66	No
Purchase of SWIVL devices so that teachers can teach live in their classroom and students can view live lessons from home.	23,500	22,501.32	No
Purchase of interactive televisions for each classroom teacher in order to effectively deliver distance learning instruction.	100,000	143,218.75	No
Purchase of online IXL program so that students have access to adopted standards-based curriculum along with diagnostic, formative, and summative assessments.	11,250	11,250.	Yes
Purchase of additional "mouse" for the students computers in Kinder and 1st grade due to their Chromebooks not being touch screen.	1,263	1,333	Yes
Purchase of white boards to pass out to the students so that they can hold up their practice work during their Zoom meetings.	880	883	Yes
Purchase of additional internet safety features in order to protect our students from inappropriate online content.	4,350	4,350	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The expense for the interactive TV's was a lot more expensive than originally thought. Instead of being under \$100,000, it was more like \$220,000.



It was fortunate that the majority of recently adopted curriculum had online forums for students and teachers to access content. Although, there were a couple of programs that were purchased to fill in the gaps such as Pioneer Literacy for access to online books, and other programs that provide online access to standards-based activities. One such program was IXL, a platform for all grade levels, which had access to the districts adopted ELA/ELD and math curriculum. Diagnostic assessments are provided in the program thus becoming our "go-to" for formative assessments for progress monitoring. The district created a progress monitoring form that was to be completed monthly and given to the parents. Parents voiced their concern over learning loss via Parent surveys and during bi-weekly Principal Forums, thus the created of the monthly progress monitoring tool. The data results of the monitoring tool indicated that our students were working hard to learn this new way of instruction and were not falling behind as much as we thought they would. The one grade span that was suffering the most was 6th-8th grade. Teachers felt that students were not getting online to engage with the content but would show up for their "live" zoom meetings to get attendance credit. Luckily, the district came back in person via hybrid in November 2020 which helped bring more accountability to these students. Parents were also being contacted daily by the teachers via email, Remind App, and or Class Dojo in order to communicate about their child's performance, along with parent conferences with the Principal in which parents were voicing their frustrations with monitoring their child at home and not being able to navigate technology well. Therefore, the district directed the Parent Liaison and the Tech Coordinator to reach out to parents to invite them in for individual technology training.

The staff at OV is amazing. The flexibility in shifting job duties and roles was much appreciated by the district. While there were no students on campus, teachers were able to teach from home, instructional aides continued with their small groups from home, and office staff that could work from home, did. District administration collaborated with the teacher union to come to an agreement that those teachers that felt unsafe to come in to work could work from home. Some departments only worked sporadically, and others found projects to work on. All along the way the cafeteria department stayed in person, feeding our families every day of the week. In the end, everyone's role changed in some form and not only changed once, changed multiple times due to state requirements constantly changing. This produced a very tired, frustrated staff with low moral that will take a lot of time to repair and bring back to pre-covid life.



K-2 teachers continued with their Guided Reading groups via zoom by adding an online book library for them to pull from for their lessons. Then the district returned in person part time through a hybrid program on November 2 2020, and this was a valuable decision because it gave teachers a better opportunity to reach the students individual learning needs. Finally, the district moved to full in person instruction March 13, 2021. During the course of 2020-2021 school year, students will have had 2 1/2 months of full distance learning, 4 months of hybrid learning, and 3 months of full in person learning. The shifts in instruction and assessment took a toll on our teachers and students. Assessments inadvertently looked different at each stage, all the while trying to capture the best data that we possibly could. There are definitely flaws and inconsistency in retrieving data but in the end DRA results show that as of May of 2021 74% of kinder students reading at grade level, 1st grade 46% of students reading at grade level, and 42% of second graders reading at grade level. IXL reading levels for 3rd through 8th show 45% of students are reading greater than one year below grade level. Benchmarks in ELA, math, and writing all show an increase in proficiency from trimester one to trimester 2. Growth! Proficiency levels in each core area are ranging from 58-63%. Also, the Outgoing local assessment that has been chosen in lieu of the CAASPP for 2021 indicates 26% mastery in math and 23% mastery in ELA districtwide. Not superb but this now becomes our baseline that the district will use to monitor growth in future years. This also gives us a starting point at which to implement our new intervention program that will begin in the Fall 2021 that will focus on tier 2 and tier 3 support daily for our students.

The district, for the first time, will launch a full, 6 week, summer school program for current kinder through 7th grade students. It's focus or theme is learning across the world. It is a time to focus on diversity and acceptance, along with enjoying learning literacy through art, music, food, literature, and dance. Students need the opportunity to engage in literacy instruction and intervention but in a way that is light-hearted and fun in order to embrace a positive mental health.

District Superintendent periodically reviews performance data on student achievement and discusses her suggestions on how to support learning gaps. The board is very supportive in approving programs and materials or supplies to support learning in the classroom. Grade level lead meetings have become even more important in the last year in order to hear from teachers on how learning is progressing with their students. During these meetings, the leads make suggestions on curriculum, instructional supports, and or training's that are needed. They are in the trenches and hearing from them is crucial for Oak Valley's success.



technology access. The district used all COVID19 precautions while helping parents, but ultimately knew that we needed to continue our support.

Another outreach opportunity for our families was to open up the library for one-on-one access to books. It was imperative that our students still had the ability to access literacy books and it provided an outing for our families that was safe and enjoyable, along with the children being able to still feel connected to their campus.

Teachers were diligent in communicating to our families about their child's academic growth by providing a monthly progress monitoring tool for each child, consistent email communication, and parents still participated in parent conferences twice a year with 100% attendance. Teachers recorded daily their synchronous attendance with each child ensuring that they were engaged daily. Although, the asynchronous work was difficult for some who needed additional guidance and for those older who thought this was a time of minimal engagement by sleeping in or seeing this time as a vacation. Distance learning was not the best option for some but most tried their very best. The district created a re-engagement plan that mirrored the MTSS model of tiered support. This began with teacher contact, then school counselor or parent liaison contact, and ending with principal contact.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

School nutrition was a staple at Oak Valley. Multiple staff members stepped in to assist with daily food distribution. The district provided today's lunch and tomorrow's breakfast every day utilizing the drive through/pick up system. For two hours a day, families could come and pick up meals for their children. This started out with all children under 18 in the household and not having to be a student of OV to then narrowing the distributions to just OV families, and then to only OV students. All along the way, meals have been consistently given to our families.

The only challenge was in the beginning of the stay at home order, the cafeteria staff felt that their safety towards COVID19 was unimportant. Therefore, the district provided other staff members to assist with the cafeteria staff to decrease the burden of exposure to people, and decreased the amount of hours working in person to also limit exposure to people. In the end, we made it through and rally together in support of providing food to our families who are identified as 77% low income.



but what we have learned is that for the sake of the mental health of our children, we need to broaden our scope of influence by incorporating more of the "fun" stuff.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Literacy will always be the primary focus of student learning. Our continued efforts to provide a quality reading and writing program will remain steadfast, it is the new organization of interventions that will keep our students from continuing to fall from the effects of distance learning. Teachers and instructional aides will continue to be coached in Guided Reading, Lucy Calkins writing, and ELD in order to ensure our students acquire grade level reading proficiency. TNTPs accelerated learning model will be the districts philosophy in "catching" students up and re-aligning all grade levels to Illuminates pacing guides and benchmarks will provide for consistency in data collection that will aid in identifying the learning gaps across grade levels.

An Intervention Specialist and 3 additional intervention instructional aides will round out the Intervention Department (ID) to provide a Multi-tiered System of Support (MTSS) for all TK-8th grade students. Small group, push in, and 1:1 services will aide in accelerating learning during Walk to Success time, which will be 45 minutes daily. ID will utilize a program called Beyond SST that will capture the data for student interventions that will be monitored every 6 weeks thus reorganizing the intervention groups based on need.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

None



## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.



- Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness
- To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**





Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,384,039.00	1,070,499.71
	0.00	0.00
1000-1999: Certificated Personnel Salaries	662,060.00	526,859.71
2000-2999: Classified Personnel Salaries	372,694.00	327,065.00
4000-4999: Books And Supplies	125,105.00	76,800.00
5000-5999: Services And Other Operating Expenditures	0.00	46,912.00
5800: Professional/Consulting Services And Operating Expenditures	224,180.00	92,863.00

\* Totals based on expenditure amounts in goal and annual update sections.



Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	731,067.00	501,354.71
Goal 2	31,905.00	24,870.00
Goal 3	621,067.00	544,275.00

\* Totals based on expenditure amounts in goal and annual update sections.

7.6

ANNUAL BUDGET REPORT:  
July 1, 2021 Budget Adoption

Insert "X" in applicable boxes:



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



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

Budget available for inspection at:

Public Hearing:

Place: District Office, 24500 Road 68, Tulare, CA  
Date: June 03, 2021

Place: Conference Room, 24500 Road 68,  
Date: June 08, 2021  
Time: 04:00 PM

Adoption Date: June 22, 2021

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

Clerk/Secretary of the Governing Board  
(Original signature required)

Contact person for additional information on the budget reports:

Name: Heather Pilgrim

Telephone: 559-688-2908

Title: Superintendent

E-mail: h.pilgrim@oakvalleyschool.org

### Criteria and Standards Review Summary

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

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	



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

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?	X	
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2020-21) annual payment?	n/a	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)	X	
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)	n/a	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	Jun 22, 2021	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	



ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		X
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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

To the County Superintendent of Schools:

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

Total liabilities actuarially determined:	\$	_____
Less: Amount of total liabilities reserved in budget:	\$	_____
Estimated accrued but unfunded liabilities:	\$	_____ 0.00

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

\_\_\_\_\_  
\_\_\_\_\_

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

Signed \_\_\_\_\_  
Clerk/Secretary of the Governing Board  
(Original signature required)

Date of Meeting: Jun 22, 2021

For additional information on this certification, please contact:

Name: Heather Pilgrim

Title: Superintendent

Telephone: 559-688-2908

E-mail: h.pilgrim@oakvalleyschool.org



G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2020-21 Estimated Actuals	2021-22 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund		
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects	G	G
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits	G	G
21	Building Fund		
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund	G	G
40	Special Reserve Fund for Capital Outlay Projects	G	G
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund		
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		
CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	G	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		G
CHG	Change Order Form		
DEBT	Schedule of Long-Term Liabilities		
ESMOE	Every Student Succeeds Act Maintenance of Effort	G	
ICR	Indirect Cost Rate Worksheet	G	
L	Lottery Report	G	
MYP	Multiyear Projections - General Fund		GS



G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2020-21 Estimated Actuals	2021-22 Budget
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals	G	
SIAB	Summary of Interfund Activities - Budget		G
01CS	Criteria and Standards Review	GS	GS



			Expenditures by Object						
			2020-21 Estimated Actuals			2021-22 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	5,881,479.00	0.00	5,881,479.00	6,142,894.00	0.00	6,142,894.00	4.4%
2) Federal Revenue		8100-8299	0.00	1,077,236.81	1,077,236.81	0.00	390,609.00	390,609.00	-63.7%
3) Other State Revenue		8300-8599	104,377.00	560,422.00	664,799.00	104,719.00	659,151.00	763,870.00	14.9%
4) Other Local Revenue		8600-8799	87,892.37	1,669.72	89,562.09	88,000.00	2,500.00	90,500.00	1.0%
5) TOTAL, REVENUES			6,073,748.37	1,639,328.53	7,713,076.90	6,335,613.00	1,052,260.00	7,387,873.00	-4.2%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	2,572,263.00	125,047.49	2,697,310.49	2,680,511.00	231,856.00	2,912,367.00	8.0%
2) Classified Salaries		2000-2999	662,062.00	221,322.76	883,384.76	690,059.00	239,082.00	929,141.00	5.2%
3) Employee Benefits		3000-3999	1,354,545.48	418,200.23	1,772,745.71	1,594,081.70	438,398.00	2,032,479.70	14.7%
4) Books and Supplies		4000-4999	299,962.00	820,884.31	1,120,846.31	168,185.00	202,587.00	370,772.00	-66.9%
5) Services and Other Operating Expenditures		5000-5999	609,514.00	259,492.74	869,006.74	622,818.00	159,974.00	782,792.00	-9.9%
6) Capital Outlay		6000-6999	258,672.94	50,000.00	308,672.94	845,000.00	142,121.00	987,121.00	219.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299							
		7400-7499	25,384.00	0.00	25,384.00	10,803.00	0.00	10,803.00	-57.4%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(11,601.00)	0.00	(11,601.00)	(15,889.75)	0.00	(15,889.75)	37.0%
9) TOTAL, EXPENDITURES			5,770,802.42	1,894,947.53	7,665,749.95	6,595,567.95	1,414,018.00	8,009,585.95	4.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			302,945.95	(255,619.00)	47,326.95	(259,954.95)	(361,758.00)	(621,712.95)	-1413.7%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	45,000.00	0.00	45,000.00	111,029.75	0.00	111,029.75	146.7%
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	(380,664.00)	380,664.00	0.00	(242,440.00)	242,440.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(425,664.00)	380,664.00	(45,000.00)	(353,469.75)	242,440.00	(111,029.75)	146.7%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(122,718.05)	125,045.00	2,326.95	(613,424.70)	(119,318.00)	(732,742.70)	-31589.4%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	4,457,750.10	168,421.78	4,626,171.88	4,335,032.05	293,466.78	4,628,498.83	0.1%
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)			4,457,750.10	168,421.78	4,626,171.88	4,335,032.05	293,466.78	4,628,498.83	0.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,457,750.10	168,421.78	4,626,171.88	4,335,032.05	293,466.78	4,628,498.83	0.1%
2) Ending Balance, June 30 (E + F1e)			4,335,032.05	293,466.78	4,628,498.83	3,721,607.35	174,148.78	3,895,756.13	-15.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	1,000.00	0.00	1,000.00	1,000.00	0.00	1,000.00	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	293,466.78	293,466.78	0.00	174,148.78	174,148.78	-40.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	250,510.29	0.00	250,510.29	New
Unassigned/Unappropriated Amount		9790	4,334,032.05	0.00	4,334,032.05	3,470,097.06	0.00	3,470,097.06	-19.9%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00	0.00	0.00				



Expenditures by Object									
			2020-21 Estimated Actuals			2021-22 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	4,512,778.00	0.00	4,512,778.00	4,774,266.00	0.00	4,774,266.00	5.8%
Education Protection Account State Aid - Current Year		8012	1,067,498.00	0.00	1,067,498.00	1,067,425.00	0.00	1,067,425.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	301,203.00	0.00	301,203.00	301,203.00	0.00	301,203.00	0.0%
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			5,881,479.00	0.00	5,881,479.00	6,142,894.00	0.00	6,142,894.00	4.4%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	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			5,881,479.00	0.00	5,881,479.00	6,142,894.00	0.00	6,142,894.00	4.4%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	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		74,027.00	74,027.00		74,027.00	74,027.00	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		9,828.00	9,828.00		9,828.00	9,828.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Title III, Part A, English Learner Program	4203	8290		14,758.00	14,758.00		14,758.00	14,758.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		21,608.81	21,608.81		10,000.00	10,000.00	-53.7%
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	957,015.00	957,015.00	0.00	281,996.00	281,996.00	-70.5%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	1,077,236.81	1,077,236.81	0.00	390,609.00	390,609.00	-63.7%
<b>OTHER STATE REVENUE</b>									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	18,084.00	0.00	18,084.00	18,426.00	0.00	18,426.00	1.9%
Lottery - Unrestricted and Instructional Materials		8560	84,293.00	27,536.00	111,829.00	84,293.00	27,536.00	111,829.00	0.0%
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%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,000.00	532,886.00	534,886.00	2,000.00	631,615.00	633,615.00	18.5%
<b>TOTAL, OTHER STATE REVENUE</b>			104,377.00	560,422.00	664,799.00	104,719.00	659,151.00	763,870.00	14.9%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds									
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from									
Delinquent Non-LCFF									
Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	80,000.00	409.72	80,409.72	80,000.00	500.00	80,500.00	0.1%
Net Increase (Decrease) in the Fair Value									
of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Misc Funds Non-LCFF									
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From									
Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	7,892.37	1,260.00	9,152.37	8,000.00	2,000.00	10,000.00	9.3%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			87,892.37	1,669.72	89,562.09	88,000.00	2,500.00	90,500.00	1.0%
TOTAL, REVENUES			6,073,748.37	1,639,328.53	7,713,076.90	6,335,613.00	1,052,260.00	7,387,873.00	-4.2%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	2,277,798.00	95,502.04	2,373,300.04	2,353,492.00	231,856.00	2,585,348.00	8.9%
Certificated Pupil Support Salaries		1200	35,455.00	29,545.45	65,000.45	60,900.00	0.00	60,900.00	-6.3%
Certificated Supervisors' and Administrators' Salaries		1300	257,260.00	0.00	257,260.00	261,119.00	0.00	261,119.00	1.5%
Other Certificated Salaries		1900	1,750.00	0.00	1,750.00	5,000.00	0.00	5,000.00	185.7%
TOTAL, CERTIFICATED SALARIES			2,572,263.00	125,047.49	2,697,310.49	2,680,511.00	231,856.00	2,912,367.00	8.0%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	190,213.00	96,588.00	286,801.00	189,319.00	147,027.00	336,346.00	17.3%
Classified Support Salaries		2200	248,162.00	114,463.00	362,625.00	259,153.00	92,055.00	351,208.00	-3.1%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	142,389.00	0.00	142,389.00	156,100.00	0.00	156,100.00	9.6%
Other Classified Salaries		2900	81,298.00	10,271.76	91,569.76	85,487.00	0.00	85,487.00	-6.6%
TOTAL, CLASSIFIED SALARIES			662,062.00	221,322.76	883,384.76	690,059.00	239,082.00	929,141.00	5.2%
EMPLOYEE BENEFITS									
STRS		3101-3102	379,385.00	284,446.88	663,831.88	417,056.00	265,262.00	682,318.00	2.8%
PERS		3201-3202	177,053.00	52,742.43	229,795.43	207,036.00	54,773.00	261,809.00	13.9%
OASDI/Medicare/Alternative		3301-3302	101,419.00	20,994.58	122,413.58	105,025.00	21,651.00	126,676.00	3.5%
Health and Welfare Benefits		3401-3402	637,397.48	52,589.15	689,986.63	764,177.70	82,632.00	846,809.70	22.7%
Unemployment Insurance		3501-3502	1,645.00	860.39	2,505.39	41,461.00	5,793.00	47,254.00	1786.1%
Workers' Compensation		3601-3602	46,568.00	5,002.97	51,570.97	47,774.00	6,674.00	54,448.00	5.6%
OPEB, Allocated		3701-3702	11,078.00	1,563.83	12,641.83	11,552.00	1,613.00	13,165.00	4.1%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,354,545.48	418,200.23	1,772,745.71	1,594,081.70	438,398.00	2,032,479.70	14.7%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	20,000.00	20,000.00	40,000.00	0.00	0.00	0.00	-100.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	226,175.00	278,561.63	504,736.63	128,185.00	115,587.00	243,772.00	-51.7%
Noncapitalized Equipment		4400	53,787.00	522,322.68	576,109.68	40,000.00	87,000.00	127,000.00	-78.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			299,962.00	820,884.31	1,120,846.31	168,185.00	202,587.00	370,772.00	-66.9%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	16,500.00	0.00	16,500.00	16,500.00	0.00	16,500.00	0.0%
Dues and Memberships		5300	10,500.00	0.00	10,500.00	11,000.00	0.00	11,000.00	4.8%
Insurance		5400 - 5450	41,851.00	0.00	41,851.00	54,000.00	0.00	54,000.00	29.0%
Operations and Housekeeping Services		5500	165,000.00	0.00	165,000.00	125,000.00	0.00	125,000.00	-24.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	48,000.00	55,000.00	103,000.00	58,000.00	0.00	58,000.00	-43.7%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	322,163.00	204,492.74	526,655.74	352,818.00	159,974.00	512,792.00	-2.6%
Communications		5900	5,500.00	0.00	5,500.00	5,500.00	0.00	5,500.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			609,514.00	259,492.74	869,006.74	622,818.00	159,974.00	782,792.00	-9.9%

Expenditures by Object									
			2020-21 Estimated Actuals			2021-22 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	83,413.00	50,000.00	133,413.00	675,000.00	50,000.00	725,000.00	443.4%
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	175,259.94	0.00	175,259.94	170,000.00	92,121.00	262,121.00	49.6%
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%
TOTAL, CAPITAL OUTLAY			258,672.94	50,000.00	308,672.94	845,000.00	142,121.00	987,121.00	219.8%
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	25,384.00	0.00	25,384.00	10,803.00	0.00	10,803.00	-57.4%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
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)			25,384.00	0.00	25,384.00	10,803.00	0.00	10,803.00	-57.4%
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	(11,601.00)	0.00	(11,601.00)	(15,889.75)	0.00	(15,889.75)	37.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(11,601.00)	0.00	(11,601.00)	(15,889.75)	0.00	(15,889.75)	37.0%
TOTAL, EXPENDITURES			5,770,802.42	1,894,947.53	7,665,749.95	6,595,567.95	1,414,018.00	8,009,585.95	4.5%



			2020-21 Estimated Actuals			2021-22 Budget				
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F	
INTERFUND TRANSFERS										
INTERFUND TRANSFERS IN										
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
INTERFUND TRANSFERS OUT										
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
To: Special Reserve Fund		7612	45,000.00	0.00	45,000.00	45,000.00	0.00	45,000.00	0.0%	
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	66,029.75	0.00	66,029.75	New	
(b) TOTAL, INTERFUND TRANSFERS OUT			45,000.00	0.00	45,000.00	111,029.75	0.00	111,029.75	146.7%	
OTHER SOURCES/USES										
SOURCES										
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Proceeds										
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Other Sources										
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Long-Term Debt Proceeds										
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
USES										
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
CONTRIBUTIONS										
Contributions from Unrestricted Revenues		8980	(380,664.00)	380,664.00	0.00	(242,440.00)	242,440.00	0.00	0.0%	
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
(e) TOTAL, CONTRIBUTIONS			(380,664.00)	380,664.00	0.00	(242,440.00)	242,440.00	0.00	0.0%	
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)										
			(425,664.00)	380,664.00	(45,000.00)	(353,469.75)	242,440.00	(111,029.75)	146.7%	

Description	Function Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	5,881,479.00	0.00	5,881,479.00	6,142,894.00	0.00	6,142,894.00	4.4%
2) Federal Revenue		8100-8299	0.00	1,077,236.81	1,077,236.81	0.00	390,609.00	390,609.00	-63.7%
3) Other State Revenue		8300-8599	104,377.00	560,422.00	664,799.00	104,719.00	659,151.00	763,870.00	14.9%
4) Other Local Revenue		8600-8799	87,892.37	1,669.72	89,562.09	88,000.00	2,500.00	90,500.00	1.0%
5) TOTAL, REVENUES			6,073,748.37	1,639,328.53	7,713,076.90	6,335,613.00	1,052,260.00	7,387,873.00	-4.2%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600-7699	3,799,626.94	1,280,233.01	5,079,859.95	3,884,427.00	992,354.00	4,876,781.00	-4.0%
2) Instruction - Related Services	2000-2999		421,124.00	27,904.59	449,028.59	420,330.00	76,654.00	496,984.00	10.7%
3) Pupil Services	3000-3999		412,268.00	43,941.02	456,209.02	457,313.00	0.00	457,313.00	0.2%
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	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		554,012.48	48,135.00	602,147.48	593,392.95	15,184.00	608,576.95	1.1%
8) Plant Services	8000-8999		558,387.00	494,733.91	1,053,120.91	1,229,302.00	329,826.00	1,559,128.00	48.0%
9) Other Outgo	9000-9999		25,384.00	0.00	25,384.00	10,803.00	0.00	10,803.00	-57.4%
10) TOTAL, EXPENDITURES			5,770,802.42	1,894,947.53	7,665,749.95	6,595,567.95	1,414,018.00	8,009,585.95	4.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)									
			302,945.95	(255,619.00)	47,326.95	(259,954.95)	(361,758.00)	(621,712.95)	-1413.7%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	45,000.00	0.00	45,000.00	111,029.75	0.00	111,029.75	146.7%
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	(380,664.00)	380,664.00	0.00	(242,440.00)	242,440.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(425,664.00)	380,664.00	(45,000.00)	(353,469.75)	242,440.00	(111,029.75)	146.7%



Description	Function Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(122,718.05)	125,045.00	2,326.95	(613,424.70)	(119,318.00)	(732,742.70)	-31589.4%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	4,457,750.10	168,421.78	4,626,171.88	4,335,032.05	293,466.78	4,628,498.83	0.1%
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)			4,457,750.10	168,421.78	4,626,171.88	4,335,032.05	293,466.78	4,628,498.83	0.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,457,750.10	168,421.78	4,626,171.88	4,335,032.05	293,466.78	4,628,498.83	0.1%
2) Ending Balance, June 30 (E + F1e)			4,335,032.05	293,466.78	4,628,498.83	3,721,607.35	174,148.78	3,895,756.13	-15.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	1,000.00	0.00	1,000.00	1,000.00	0.00	1,000.00	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	293,466.78	293,466.78	0.00	174,148.78	174,148.78	-40.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	250,510.29	0.00	250,510.29	New
Unassigned/Unappropriated Amount		9790	4,334,032.05	0.00	4,334,032.05	3,470,097.06	0.00	3,470,097.06	-19.9%

Resource	Description	2020-21	2021-22
		Estimated Actuals	Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakf	0.00	500.00
6230	California Clean Energy Jobs Act	56,974.00	56,974.00
6300	Lottery: Instructional Materials	86,623.01	94,159.01
7311	Classified School Employee Professional Development Block Grant	4,559.00	4,559.00
7425	Expanded Learning Opportunities (ELO) Grant	107,537.00	0.00
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Sta	20,317.00	0.00
7510	Low-Performing Students Block Grant	286.04	286.04
9010	Other Restricted Local	17,170.73	17,670.73
Total, Restricted Balance		293,466.78	174,148.78



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	270,956.00	270,956.00	0.0%
3) Other State Revenue		8300-8599	19,338.00	19,338.00	0.0%
4) Other Local Revenue		8600-8799	4,250.00	3,500.00	-17.6%
5) TOTAL, REVENUES			294,544.00	293,794.00	-0.3%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	91,155.00	97,054.00	6.5%
3) Employee Benefits		3000-3999	42,445.00	48,880.00	15.2%
4) Books and Supplies		4000-4999	148,000.00	186,000.00	25.7%
5) Services and Other Operating Expenditures		5000-5999	7,000.00	12,000.00	71.4%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	11,601.00	15,889.75	37.0%
9) TOTAL, EXPENDITURES			300,201.00	359,823.75	19.9%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(5,657.00)	(66,029.75)	1067.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	66,029.75	New
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	66,029.75	New

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(5,657.00)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	31,433.66	25,776.66	-18.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			31,433.66	25,776.66	-18.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			31,433.66	25,776.66	-18.0%
2) Ending Balance, June 30 (E + F1e)			25,776.66	25,776.66	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	25,776.66	25,776.66	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
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) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	270,956.00	270,956.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			270,956.00	270,956.00	0.0%
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	19,338.00	19,338.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			19,338.00	19,338.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	250.00	0.00	-100.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	400.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	100.00	0.00	-100.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	3,500.00	3,500.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			4,250.00	3,500.00	-17.6%
<b>TOTAL, REVENUES</b>			294,544.00	293,794.00	-0.3%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	82,355.00	97,054.00	17.8%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	8,800.00	0.00	-100.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			91,155.00	97,054.00	6.5%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	17,500.00	22,235.00	27.1%
OASDI/Medicare/Alternative		3301-3302	7,078.00	7,424.00	4.9%
Health and Welfare Benefits		3401-3402	16,147.00	16,318.00	1.1%
Unemployment Insurance		3501-3502	47.00	1,194.00	2440.4%
Workers' Compensation		3601-3602	1,347.00	1,376.00	2.2%
OPEB, Allocated		3701-3702	326.00	333.00	2.1%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			42,445.00	48,880.00	15.2%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	8,000.00	10,000.00	25.0%
Noncapitalized Equipment		4400	0.00	1,000.00	New
Food		4700	140,000.00	175,000.00	25.0%
TOTAL, BOOKS AND SUPPLIES			148,000.00	186,000.00	25.7%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	2,000.00	2,000.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	5,000.00	10,000.00	100.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>7,000.00</b>	<b>12,000.00</b>	<b>71.4%</b>
<b>CAPITAL OUTLAY</b>					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	11,601.00	15,889.75	37.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>11,601.00</b>	<b>15,889.75</b>	<b>37.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>300,201.00</b>	<b>359,823.75</b>	<b>19.9%</b>



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8916	0.00	66,029.75	New
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	66,029.75	New
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)					
			0.00	66,029.75	New

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	270,956.00	270,956.00	0.0%
3) Other State Revenue		8300-8599	19,338.00	19,338.00	0.0%
4) Other Local Revenue		8600-8799	4,250.00	3,500.00	-17.6%
5) TOTAL, REVENUES			294,544.00	293,794.00	-0.3%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		288,600.00	343,934.00	19.2%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		11,601.00	15,889.75	37.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			300,201.00	359,823.75	19.9%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(5,657.00)	(66,029.75)	1067.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	66,029.75	New
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	66,029.75	New



Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(5,657.00)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	31,433.66	25,776.66	-18.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			31,433.66	25,776.66	-18.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			31,433.66	25,776.66	-18.0%
2) Ending Balance, June 30 (E + F1e)			25,776.66	25,776.66	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	25,776.66	25,776.66	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21	2021-22
		Estimated Actuals	Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School	25,776.66	25,776.66
Total, Restricted Balance		25,776.66	25,776.66



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,000.00	4,000.00	0.0%
5) TOTAL, REVENUES			4,000.00	4,000.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			4,000.00	4,000.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			4,000.00	4,000.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	134,288.86	138,288.86	3.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			134,288.86	138,288.86	3.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			134,288.86	138,288.86	3.0%
2) Ending Balance, June 30 (E + F1e)			138,288.86	142,288.86	2.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	138,288.86	142,288.86	2.9%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
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) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	2,000.00	2,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	2,000.00	2,000.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>4,000.00</b>	<b>4,000.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>4,000.00</b>	<b>4,000.00</b>	<b>0.0%</b>



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,000.00	4,000.00	0.0%
5) TOTAL, REVENUES			4,000.00	4,000.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			4,000.00	4,000.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%



Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			4,000.00	4,000.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	134,288.86	138,288.86	3.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			134,288.86	138,288.86	3.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			134,288.86	138,288.86	3.0%
2) Ending Balance, June 30 (E + F1e)			138,288.86	142,288.86	2.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	138,288.86	142,288.86	2.9%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21	2021-22
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,500.00	4,500.00	0.0%
5) TOTAL, REVENUES			4,500.00	4,500.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			4,500.00	4,500.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	45,000.00	45,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			45,000.00	45,000.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			49,500.00	49,500.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	275,266.78	324,766.78	18.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			275,266.78	324,766.78	18.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			275,266.78	324,766.78	18.0%
2) Ending Balance, June 30 (E + F1e)			324,766.78	374,266.78	15.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	324,766.78	374,266.78	15.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
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) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Interest		8660	3,500.00	3,500.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	1,000.00	1,000.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>4,500.00</b>	<b>4,500.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>4,500.00</b>	<b>4,500.00</b>	<b>0.0%</b>



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	45,000.00	45,000.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			45,000.00	45,000.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			45,000.00	45,000.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,500.00	4,500.00	0.0%
5) TOTAL, REVENUES			4,500.00	4,500.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			4,500.00	4,500.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	45,000.00	45,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			45,000.00	45,000.00	0.0%



Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			49,500.00	49,500.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	275,266.78	324,766.78	18.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			275,266.78	324,766.78	18.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			275,266.78	324,766.78	18.0%
2) Ending Balance, June 30 (E + F1e)			324,766.78	374,266.78	15.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	324,766.78	374,266.78	15.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21	2021-22
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	15,987.83	16,500.00	3.2%
5) TOTAL, REVENUES			15,987.83	16,500.00	3.2%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	10,000.00	0.00	-100.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			10,000.00	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			5,987.83	16,500.00	175.6%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			5,987.83	16,500.00	175.6%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	25,292.02	31,279.85	23.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			25,292.02	31,279.85	23.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			25,292.02	31,279.85	23.7%
2) Ending Balance, June 30 (E + F1e)			31,279.85	47,779.85	52.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	31,279.85	47,779.85	52.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
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) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	500.00	500.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	(667.49)	0.00	-100.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	16,155.32	16,000.00	-1.0%
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%
<b>TOTAL, OTHER LOCAL REVENUE</b>			15,987.83	16,500.00	3.2%
<b>TOTAL, REVENUES</b>			15,987.83	16,500.00	3.2%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Other Certificated Salaries		1900	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	10,000.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			10,000.00	0.00	-100.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			10,000.00	0.00	-100.0%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	15,987.83	16,500.00	3.2%
5) TOTAL, REVENUES			15,987.83	16,500.00	3.2%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		10,000.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			10,000.00	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			5,987.83	16,500.00	175.6%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%



Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			5,987.83	16,500.00	175.6%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	25,292.02	31,279.85	23.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			25,292.02	31,279.85	23.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			25,292.02	31,279.85	23.7%
2) Ending Balance, June 30 (E + F1e)			31,279.85	47,779.85	52.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	31,279.85	47,779.85	52.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21	2021-22
		Estimated Actuals	Budget
9010	Other Restricted Local	31,279.85	47,779.85
Total, Restricted Balance		31,279.85	47,779.85



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	202,874.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	3,750.00	3,750.00	0.0%
5) TOTAL, REVENUES			206,624.00	3,750.00	-98.2%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			206,624.00	3,750.00	-98.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			206,624.00	3,750.00	-98.2%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	40,374.09	246,998.09	511.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			40,374.09	246,998.09	511.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			40,374.09	246,998.09	511.8%
2) Ending Balance, June 30 (E + F1e)			246,998.09	250,748.09	1.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	246,998.09	250,748.09	1.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
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) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
School Facilities Apportionments		8545	202,874.00	0.00	-100.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			202,874.00	0.00	-100.0%
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	3,750.00	3,750.00	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			3,750.00	3,750.00	0.0%
TOTAL, REVENUES			206,624.00	3,750.00	-98.2%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)					
			0.00	0.00	0.0%



Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	202,874.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	3,750.00	3,750.00	0.0%
5) TOTAL, REVENUES			206,624.00	3,750.00	-98.2%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			206,624.00	3,750.00	-98.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			206,624.00	3,750.00	-98.2%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	40,374.09	246,998.09	511.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			40,374.09	246,998.09	511.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			40,374.09	246,998.09	511.8%
2) Ending Balance, June 30 (E + F1e)			246,998.09	250,748.09	1.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	246,998.09	250,748.09	1.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



Resource	Description	2020-21	2021-22
		Estimated Actuals	Budget
7710	State School Facilities Projects	246,998.09	250,748.09
Total, Restricted Balance		246,998.09	250,748.09

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	(0.64)	0.00	-100.0%
5) TOTAL, REVENUES			(0.64)	0.00	-100.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(0.64)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(0.64)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	100.11	99.47	-0.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			100.11	99.47	-0.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			100.11	99.47	-0.6%
2) Ending Balance, June 30 (E + F1e)			99.47	99.47	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	99.47	99.47	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
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) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
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%
<b>OTHER STATE REVENUE</b>					
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%
<b>OTHER LOCAL REVENUE</b>					
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	2.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	(2.64)	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			(0.64)	0.00	-100.0%
TOTAL, REVENUES			(0.64)	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	(0.64)	0.00	-100.0%
5) TOTAL, REVENUES			(0.64)	0.00	-100.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(0.64)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%



Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(0.64)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	100.11	99.47	-0.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			100.11	99.47	-0.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			100.11	99.47	-0.6%
2) Ending Balance, June 30 (E + F1e)			99.47	99.47	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	99.47	99.47	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21	2021-22
		Estimated Actuals	Budget
9010	Other Restricted Local	99.47	99.47
Total, Restricted Balance		99.47	99.47



Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	561.95	561.95	561.95	561.95	561.95	561.95
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	561.95	561.95	561.95	561.95	561.95	561.95
<b>5. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class	0.99	0.99	0.99	0.99	0.99	0.99
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	0.99	0.99	0.99	0.99	0.99	0.99
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	562.94	562.94	562.94	562.94	562.94	562.94
<b>7. Adults in Correctional Facilities</b>						
<b>8. Charter School ADA</b> (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>B. COUNTY OFFICE OF EDUCATION</b>						
<b>1. County Program Alternative Education Grant ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>2. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. Adults in Correctional Facilities</b>						
<b>5. County Operations Grant ADA</b>						
<b>6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						



Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>C. CHARTER SCHOOL ADA</b>						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>						
<b>2. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. Charter School Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>						
<b>6. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>7. Charter School Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	0.00	0.00	0.00	0.00	0.00	0.00



## Current Expense Formula/Minimum Classroom Compensation

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	2,697,310.49	301	0.00	303	2,697,310.49	305	0.00		307	2,697,310.49	309
2000 - Classified Salaries	883,384.76	311	0.00	313	883,384.76	315	72,292.00		317	811,092.76	319
3000 - Employee Benefits	1,772,745.71	321	12,641.83	323	1,760,103.88	325	38,229.00		327	1,721,874.88	329
4000 - Books, Supplies Equip Replace. (6500)	1,120,846.31	331	0.00	333	1,120,846.31	335	89,132.00		337	1,031,714.31	339
5000 - Services. . . & 7300 - Indirect Costs	857,405.74	341	0.00	343	857,405.74	345	72,000.00		347	785,405.74	349
TOTAL					7,319,051.18	365			TOTAL	7,047,398.18	369

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

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

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

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)		Object	EDP No.
1. Teacher Salaries as Per EC 41011. . . . .	1100	2,373,300.04	375
2. Salaries of Instructional Aides Per EC 41011. . . . .	2100	286,801.00	380
3. STRS. . . . .	3101 & 3102	593,388.88	382
4. PERS. . . . .	3201 & 3202	95,437.29	383
5. OASDI - Regular, Medicare and Alternative. . . . .	3301 & 3302	68,813.58	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans). . . . .	3401 & 3402	451,359.48	385
7. Unemployment Insurance. . . . .	3501 & 3502	2,053.52	390
8. Workers' Compensation Insurance. . . . .	3601 & 3602	38,353.75	392
9. OPEB, Active Employees (EC 41372). . . . .	3751 & 3752	0.00	
10. Other Benefits (EC 22310). . . . .	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10). . . . .		3,909,507.54	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2. . . . .		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted). . . . .		0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*. . . . .			396
14. TOTAL SALARIES AND BENEFITS. . . . .		3,909,507.54	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372. . . . .		55.47%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X') . . . . .			

## PART III: DEFICIENCY AMOUNT

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

1. Minimum percentage required (60% elementary, 55% unified, 50% high) . . . . .	60.00%
2. Percentage spent by this district (Part II, Line 15) . . . . .	55.47%
3. Percentage below the minimum (Part III, Line 1 minus Line 2) . . . . .	4.53%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369). . . . .	7,047,398.18
5. Deficiency Amount (Part III, Line 3 times Line 4) . . . . .	319,247.14

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



## Current Expense Formula/Minimum Classroom Compensation

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	2,912,367.00	301	0.00	303	2,912,367.00	305	0.00		307	2,912,367.00	309
2000 - Classified Salaries	929,141.00	311	0.00	313	929,141.00	315	70,047.00		317	859,094.00	319
3000 - Employee Benefits	2,032,479.70	321	13,165.00	323	2,019,314.70	325	36,315.00		327	1,982,999.70	329
4000 - Books, Supplies Equip Replace. (6500)	370,772.00	331	0.00	333	370,772.00	335	75,000.00		337	295,772.00	339
5000 - Services. . . & 7300 - Indirect Costs	766,902.25	341	0.00	343	766,902.25	345	82,000.00		347	684,902.25	349
TOTAL					6,998,496.95	365			TOTAL	6,735,134.95	369

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

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

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

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)		Object	EDP No.
1. Teacher Salaries as Per EC 41011. . . . .	1100	2,585,348.00	375
2. Salaries of Instructional Aides Per EC 41011. . . . .	2100	336,346.00	380
3. STRS. . . . .	3101 & 3102	613,322.00	382
4. PERS. . . . .	3201 & 3202	113,653.00	383
5. OASDI - Regular, Medicare and Alternative. . . . .	3301 & 3302	73,194.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans). . . . .	3401 & 3402	555,160.00	385
7. Unemployment Insurance. . . . .	3501 & 3502	36,000.00	390
8. Workers' Compensation Insurance. . . . .	3601 & 3602	41,482.00	392
9. OPEB, Active Employees (EC 41372). . . . .	3751 & 3752	0.00	
10. Other Benefits (EC 22310). . . . .	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10). . . . .		4,354,505.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2. . . . .		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted). . . . .		0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*. . . . .			396
14. TOTAL SALARIES AND BENEFITS. . . . .		4,354,505.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372. . . . .		64.65%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X') . . . . .			

## PART III: DEFICIENCY AMOUNT

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

1. Minimum percentage required (60% elementary, 55% unified, 50% high) . . . . .	60.00%
2. Percentage spent by this district (Part II, Line 15) . . . . .	64.65%
3. Percentage below the minimum (Part III, Line 1 minus Line 2) . . . . .	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369). . . . .	6,735,134.95
5. Deficiency Amount (Part III, Line 3 times Line 4) . . . . .	0.00

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



Section I - Expenditures	Funds 01, 09, and 62			2020-21 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	7,710,749.95
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	1,111,091.53
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	308,672.94
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	45,000.00
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				353,672.94
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	5,657.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				6,251,642.48



Section II - Expenditures Per ADA		2020-21 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		562.94
B. Expenditures per ADA (Line I.E divided by Line II.A)		11,105.34
<b>Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)</b>		
	<b>Total</b>	<b>Per ADA</b>
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	5,535,880.76	9,833.87
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	5,535,880.76	9,833.87
B. Required effort (Line A.2 times 90%)	4,982,292.68	8,850.48
C. Current year expenditures (Line I.E and Line II.B)	6,251,642.48	11,105.34
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2022-23 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00



**Part I - General Administrative Share of Plant Services Costs**

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

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

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 7200-7700, goals 0000 and 9000) 135,294.00
2. Contracted general administrative positions not paid through payroll
  - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. \_\_\_\_\_
  - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

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

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 5,205,505.13

**C. Percentage of Plant Services Costs Attributable to General Administration**

- (Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 2.60%

**Part II - Adjustments for Employment Separation Costs**

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

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

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

**A. Normal Separation Costs (optional)**

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

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

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



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

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	271,359.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	0.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	23,912.41
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	295,271.41
9. Carry-Forward Adjustment (Part IV, Line F)	13,167.27
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	308,438.68

**B. Base Costs**

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	5,069,600.01
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	449,028.59
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	291,209.02
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	294,881.48
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	17,500.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	30,008.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	895,795.50
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	148,600.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	7,196,622.60

**C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment****(For information only - not for use when claiming/recovering indirect costs)**

(Line A8 divided by Line B19) 4.10%

**D. Preliminary Proposed Indirect Cost Rate****(For final approved fixed-with-carry-forward rate for use in 2022-23 see [www.cde.ca.gov/fg/ac/ic](http://www.cde.ca.gov/fg/ac/ic))**

(Line A10 divided by Line B19) 4.29%



**Part IV - Carry-forward Adjustment**

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

<b>A. Indirect costs incurred in the current year (Part III, Line A8)</b>	<u>295,271.41</u>
<b>B. Carry-forward adjustment from prior year(s)</b>	
1. Carry-forward adjustment from the second prior year	<u>7,200.09</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
<b>C. Carry-forward adjustment for under- or over-recovery in the current year</b>	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (4.02%) times Part III, Line B19); zero if negative	<u>13,167.27</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (4.02%) times Part III, Line B19) or (the highest rate used to recover costs from any program (4.02%) times Part III, Line B19); zero if positive	<u>0.00</u>
<b>D. Preliminary carry-forward adjustment (Line C1 or C2)</b>	<u>13,167.27</u>
<b>E. Optional allocation of negative carry-forward adjustment over more than one year</b>	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>not applicable</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
<b>F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)</b>	<u>13,167.27</u>

Approved indirect cost rate: 4.02%  
Highest rate used in any program: 4.02%

<b>Fund</b>	<b>Resource</b>	<b>Eligible Expenditures (Objects 1000-5999 except Object 5100)</b>	<b>Indirect Costs Charged (Objects 7310 and 7350)</b>	<b>Rate Used</b>
13	5310	288,600.00	11,601.00	4.02%



Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
<b>A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>					
1. Adjusted Beginning Fund Balance	9791-9795	347,363.61		89,432.01	436,795.62
2. State Lottery Revenue	8560	84,293.00		27,536.00	111,829.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		431,656.61	0.00	116,968.01	548,624.62
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>					
1. Certificated Salaries	1000-1999	0.00			0.00
2. Classified Salaries	2000-2999	14,710.00			14,710.00
3. Employee Benefits	3000-3999	3,348.00			3,348.00
4. Books and Supplies	4000-4999	53,787.00		30,345.00	84,132.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	10,000.00			10,000.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800				
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11 )		81,845.00	0.00	30,345.00	112,190.00
<b>C. ENDING BALANCE</b>					
(Must equal Line A6 minus Line B12)	979Z	349,811.61	0.00	86,623.01	436,434.62
<b>D. COMMENTS:</b>					

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

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



Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	6,142,894.00	2.58%	6,301,638.00	1.23%	6,378,971.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	104,719.00	-1.04%	103,631.00	0.22%	103,859.00
4. Other Local Revenues	8600-8799	88,000.00	0.00%	88,000.00	0.00%	88,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(242,440.00)	2.94%	(249,571.00)	2.94%	(256,916.00)
6. Total (Sum lines A1 thru A5c)		6,093,173.00	2.47%	6,243,698.00	1.12%	6,313,914.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				2,680,511.00		2,840,201.00
b. Step & Column Adjustment				53,610.00		54,682.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				106,080.00		2,122.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,680,511.00	5.96%	2,840,201.00	2.00%	2,897,005.00
2. Classified Salaries						
a. Base Salaries				690,059.00		763,975.00
b. Step & Column Adjustment				13,801.00		14,077.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				60,115.00		1,202.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	690,059.00	10.71%	763,975.00	2.00%	779,254.00
3. Employee Benefits	3000-3999	1,594,081.70	13.94%	1,816,296.00	2.93%	1,869,534.00
4. Books and Supplies	4000-4999	168,185.00	2.40%	172,221.00	2.23%	176,062.00
5. Services and Other Operating Expenditures	5000-5999	622,818.00	2.40%	637,766.00	2.23%	651,988.00
6. Capital Outlay	6000-6999	845,000.00	-88.17%	100,000.00	0.00%	100,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	10,803.00	0.00%	10,803.00	0.00%	10,803.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(15,889.75)	0.00%	(15,890.00)	0.00%	(15,890.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	111,029.75	3.00%	114,361.00	3.00%	117,792.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		6,706,597.70	-3.98%	6,439,733.00	2.28%	6,586,548.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		(613,424.70)		(196,035.00)		(272,634.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,335,032.05		3,721,607.35		3,525,572.35
2. Ending Fund Balance (Sum lines C and D1)		3,721,607.35		3,525,572.35		3,252,938.35
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	1,000.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	250,510.29		256,877.28		264,911.08
2. Unassigned/Unappropriated	9790	3,470,097.06		3,268,695.07		2,988,027.27
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		3,721,607.35		3,525,572.35		3,252,938.35



Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
<b>1. General Fund</b>						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	250,510.29		256,877.28		264,911.08
c. Unassigned/Unappropriated	9790	3,470,097.06		3,268,695.07		2,988,027.27
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
<b>2. Special Reserve Fund - Noncapital Outlay (Fund 17)</b>						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
<b>3. Total Available Reserves (Sum lines E1a thru E2c)</b>						
		3,720,607.35		3,525,572.35		3,252,938.35
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
22-23 Increased for Intervention Specialist, Library Media Aide, and Bilingual Aide that were previously funded out of ELO funds.						

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	390,609.00	-16.64%	325,613.00	-52.21%	155,613.00
3. Other State Revenues	8300-8599	659,151.00	-61.61%	253,063.00	0.00%	253,063.00
4. Other Local Revenues	8600-8799	2,500.00	0.00%	2,500.00	0.00%	2,500.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	242,440.00	2.94%	249,571.00	2.94%	256,916.00
6. Total (Sum lines A1 thru A5c)		1,294,700.00	-35.83%	830,747.00	-19.58%	668,092.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				231,856.00		12,240.00
b. Step & Column Adjustment				4,637.00		4,730.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(224,253.00)		(4,485.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	231,856.00	-94.72%	12,240.00	2.00%	12,485.00
2. Classified Salaries						
a. Base Salaries				239,082.00		170,121.00
b. Step & Column Adjustment				4,782.00		4,877.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(73,743.00)		(56,586.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	239,082.00	-28.84%	170,121.00	-30.40%	118,412.00
3. Employee Benefits	3000-3999	438,398.00	-24.87%	329,372.00	-4.80%	313,571.00
4. Books and Supplies	4000-4999	202,587.00	-15.38%	171,423.00	-56.95%	73,802.00
5. Services and Other Operating Expenditures	5000-5999	159,974.00	-28.49%	114,403.00	2.23%	116,955.00
6. Capital Outlay	6000-6999	142,121.00	-64.82%	50,000.00	0.00%	50,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%		0.00%	
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		1,414,018.00	-40.06%	847,559.00	-19.15%	685,225.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		(119,318.00)		(16,812.00)		(17,133.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		293,466.78		174,148.78		157,336.78
2. Ending Fund Balance (Sum lines C and D1)		174,148.78		157,336.78		140,203.78
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	174,148.78		157,336.78		140,203.78
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		174,148.78		157,336.78		140,203.78



Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
22-23 reduced for intervention specialist that was funded out of ELO funds; reduced for teacher funded out of ESSER II funds; reduced for summer school teachers and additional certificated hours funded by ELO funds; reduced for library media aide, bilingual aide, summer school classified staff and additional classified hours funded out of ELO. 23-24 reduced for three instructional aides funded out of ESSER III.						

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	6,142,894.00	2.58%	6,301,638.00	1.23%	6,378,971.00
2. Federal Revenues	8100-8299	390,609.00	-16.64%	325,613.00	-52.21%	155,613.00
3. Other State Revenues	8300-8599	763,870.00	-53.30%	356,694.00	0.06%	356,922.00
4. Other Local Revenues	8600-8799	90,500.00	0.00%	90,500.00	0.00%	90,500.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		7,387,873.00	-4.24%	7,074,445.00	-1.31%	6,982,006.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				2,912,367.00		2,852,441.00
b. Step & Column Adjustment				58,247.00		59,412.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(118,173.00)		(2,363.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,912,367.00	-2.06%	2,852,441.00	2.00%	2,909,490.00
2. Classified Salaries						
a. Base Salaries				929,141.00		934,096.00
b. Step & Column Adjustment				18,583.00		18,954.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(13,628.00)		(55,384.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	929,141.00	0.53%	934,096.00	-3.90%	897,666.00
3. Employee Benefits	3000-3999	2,032,479.70	5.57%	2,145,668.00	1.74%	2,183,105.00
4. Books and Supplies	4000-4999	370,772.00	-7.32%	343,644.00	-27.29%	249,864.00
5. Services and Other Operating Expenditures	5000-5999	782,792.00	-3.91%	752,169.00	2.23%	768,943.00
6. Capital Outlay	6000-6999	987,121.00	-84.80%	150,000.00	0.00%	150,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	10,803.00	0.00%	10,803.00	0.00%	10,803.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(15,889.75)	0.00%	(15,890.00)	0.00%	(15,890.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	111,029.75	3.00%	114,361.00	3.00%	117,792.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		8,120,615.70	-10.26%	7,287,292.00	-0.21%	7,271,773.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b> (Line A6 minus line B11)						
		(732,742.70)		(212,847.00)		(289,767.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,628,498.83		3,895,756.13		3,682,909.13
2. Ending Fund Balance (Sum lines C and D1)		3,895,756.13		3,682,909.13		3,393,142.13
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	1,000.00		0.00		0.00
b. Restricted	9740	174,148.78		157,336.78		140,203.78
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	250,510.29		256,877.28		264,911.08
2. Unassigned/Unappropriated	9790	3,470,097.06		3,268,695.07		2,988,027.27
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,895,756.13		3,682,909.13		3,393,142.13



Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	250,510.29		256,877.28		264,911.08
c. Unassigned/Unappropriated	9790	3,470,097.06		3,268,695.07		2,988,027.27
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		3,720,607.35		3,525,572.35		3,252,938.35
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		45.82%		48.38%		44.73%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00		0.00		0.00
2. District ADA Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		561.95		551.66		551.66
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		8,120,615.70		7,287,292.00		7,271,773.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		8,120,615.70		7,287,292.00		7,271,773.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		4%		4%		4%
e. Reserve Standard - By Percent (Line F3c times F3d)		324,824.63		291,491.68		290,870.92
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		71,000.00		71,000.00		71,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		324,824.63		291,491.68		290,870.92
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES



Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund	Interfund	Due From	Due To
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350	Transfers In 8900-8929	Transfers Out 7600-7629	Other Funds 9310	Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(11,601.00)				
Other Sources/Uses Detail					0.00	45,000.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	11,601.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					45,000.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00



Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9510
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	11,601.00	(11,601.00)	45,000.00	45,000.00	0.00	0.00



Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(15,889.75)				
Other Sources/Uses Detail					0.00	111,029.75		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	15,889.75	0.00				
Other Sources/Uses Detail					66,029.75	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					45,000.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								



Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund	Interfund	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350	Transfers In 8900-8929	Transfers Out 7600-7629		
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	15,889.75	(15,889.75)	111,029.75	111,029.75		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

## CRITERIA AND STANDARDS

### 1. CRITERION: Average Daily Attendance

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

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

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

District's ADA Standard Percentage Level:

### 1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2018-19)				
District Regular	547	547		
Charter School				
<b>Total ADA</b>	<b>547</b>	<b>547</b>	<b>0.0%</b>	<b>Met</b>
Second Prior Year (2019-20)				
District Regular	536	562		
Charter School				
<b>Total ADA</b>	<b>536</b>	<b>562</b>	<b>N/A</b>	<b>Met</b>
First Prior Year (2020-21)				
District Regular	562	562		
Charter School		0		
<b>Total ADA</b>	<b>562</b>	<b>562</b>	<b>0.0%</b>	<b>Met</b>
Budget Year (2021-22)				
District Regular	562			
Charter School	0			
<b>Total ADA</b>	<b>562</b>			

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

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

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

Explanation:  
(required if NOT met)

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

Explanation:  
(required if NOT met)



**2. CRITERION: Enrollment**

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

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

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

District's Enrollment Standard Percentage Level:

**2A. Calculating the District's Enrollment Variances**

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

Fiscal Year	Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2018-19)				
District Regular	550	551		
Charter School				
<b>Total Enrollment</b>	<b>550</b>	<b>551</b>	<b>N/A</b>	<b>Met</b>
Second Prior Year (2019-20)				
District Regular	580	581		
Charter School				
<b>Total Enrollment</b>	<b>580</b>	<b>581</b>	<b>N/A</b>	<b>Met</b>
First Prior Year (2020-21)				
District Regular	573	575		
Charter School				
<b>Total Enrollment</b>	<b>573</b>	<b>575</b>	<b>N/A</b>	<b>Met</b>
Budget Year (2021-22)				
District Regular	570			
Charter School				
<b>Total Enrollment</b>	<b>570</b>			

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

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

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

Explanation:  
(required if NOT met)

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

Explanation:  
(required if NOT met)

**3. CRITERION: ADA to Enrollment**

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

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

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

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2018-19)			
District Regular	536	551	
Charter School		0	
<b>Total ADA/Enrollment</b>	<b>536</b>	<b>551</b>	<b>97.3%</b>
Second Prior Year (2019-20)			
District Regular	562	581	
Charter School			
<b>Total ADA/Enrollment</b>	<b>562</b>	<b>581</b>	<b>96.7%</b>
First Prior Year (2020-21)			
District Regular	562	575	
Charter School	0		
<b>Total ADA/Enrollment</b>	<b>562</b>	<b>575</b>	<b>97.7%</b>
Historical Average Ratio:			97.2%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			97.7%

**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 (2021-22)				
District Regular	562	570		
Charter School	0			
<b>Total ADA/Enrollment</b>	<b>562</b>	<b>570</b>	<b>98.6%</b>	<b>Not Met</b>
1st Subsequent Year (2022-23)				
District Regular	552	570		
Charter School				
<b>Total ADA/Enrollment</b>	<b>552</b>	<b>570</b>	<b>96.8%</b>	<b>Met</b>
2nd Subsequent Year (2023-24)				
District Regular	552	570		
Charter School				
<b>Total ADA/Enrollment</b>	<b>552</b>	<b>570</b>	<b>96.8%</b>	<b>Met</b>

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

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

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

Explanation:  
(required if NOT met)

In 21-22 district's estimated P2 was based on 19-20. The district will review 21-22 projected enrollment and ADA at 1st Interim and adjust as needed.



**4. CRITERION: LCFF Revenue**

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)<sup>1</sup> and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA<sup>1</sup> and its economic recovery target payment, plus or minus one percent.

<sup>1</sup> Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

**4A. District's LCFF Revenue Standard**

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

**4A1. Calculating the District's LCFF Revenue Standard**

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

**Projected LCFF Revenue**

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Step 1 - Change in Population				
a. ADA (Funded)				
(Form A, lines A6 and C4)	562.94	562.94	562.94	562.94
b. Prior Year ADA (Funded)		562.94	562.94	562.94
c. Difference (Step 1a minus Step 1b)		0.00	0.00	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		0.00%	0.00%	0.00%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		5,881,479.00	6,142,894.00	6,301,638.00
b1. COLA percentage		5.07%	2.48%	3.11%
b2. COLA amount (proxy for purposes of this criterion)		298,190.99	152,343.77	195,980.94
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		5.07%	2.48%	3.11%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)		5.07%	2.48%	3.11%
LCFF Revenue Standard (Step 3, plus/minus 1%):		4.07% to 6.07%	1.48% to 3.48%	2.11% to 4.11%

**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 (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	301,203.00	301,203.00	301,203.00	301,203.00
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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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 (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	5,881,479.00	6,142,894.00	6,301,638.00	6,378,971.00
District's Projected Change in LCFF Revenue:		4.44%	2.58%	1.23%
LCFF Revenue Standard:		4.07% to 6.07%	1.48% to 3.48%	2.11% to 4.11%
Status:		Met	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)

In 22-23 and 23-24 LCFF revenue is projected to increase due to cola for 22-23 2.48% and 3.11% in 23-24.



**5. CRITERION: Salaries and Benefits**

**STANDARD:** Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

**5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2018-19)	4,129,098.74	4,967,394.60	83.1%
Second Prior Year (2019-20)	4,185,773.08	4,986,686.32	83.9%
First Prior Year (2020-21)	4,588,870.48	5,770,802.42	79.5%
	Historical Average Ratio:		82.2%

District's Reserve Standard Percentage (Criterion 10B, Line 4): District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
	4.0%	4.0%	4.0%
	78.2% to 86.2%	78.2% to 86.2%	78.2% to 86.2%

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

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

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2021-22)	4,964,651.70	6,595,567.95	75.3%	Not Met
1st Subsequent Year (2022-23)	5,420,472.00	6,325,372.00	85.7%	Met
2nd Subsequent Year (2023-24)	5,545,793.00	6,468,756.00	85.7%	Met

**5C. Comparison of District Salaries and Benefits Ratio to the Standard**

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

- 1a. **STANDARD NOT MET** - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:  
(required if NOT met)

In 21-22 district had budgeted one time expenses for capital outlay and land improvements that aren't included in subsequent years.

**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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	5.07%	2.48%	3.11%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-4.93% to 15.07%	-7.52% to 12.48%	-6.89% to 13.11%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	.07% to 10.07%	-2.52% to 7.48%	-1.89% to 8.11%

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

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

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

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)</b>			
First Prior Year (2020-21)	1,077,236.81		
Budget Year (2021-22)	390,609.00	-63.74%	Yes
1st Subsequent Year (2022-23)	325,613.00	-16.64%	Yes
2nd Subsequent Year (2023-24)	155,613.00	-52.21%	Yes

Explanation:  
(required if Yes)

In 20-21 district received one time ESSER I funds, one time GEER funds, one time CRF funds, and one time carry over funds for Title IV and VI. In 21-22 district is budgeting for one time ESSER II funds. In 22-23 district is budgeting for one time ESSER III funds. In 23-24 district did not budget for any one time funds, therefore a decrease in revenue.

<b>Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)</b>			
First Prior Year (2020-21)	664,799.00		
Budget Year (2021-22)	763,870.00	14.90%	Yes
1st Subsequent Year (2022-23)	356,694.00	-53.30%	Yes
2nd Subsequent Year (2023-24)	356,922.00	0.06%	No

Explanation:  
(required if Yes)

In 21-22 district is budgeting for one time Expanded Learning and In-person Instruction funds. These one time funds were not budgeted in subsequent year.

<b>Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)</b>			
First Prior Year (2020-21)	89,562.09		
Budget Year (2021-22)	90,500.00	1.05%	No
1st Subsequent Year (2022-23)	90,500.00	0.00%	No
2nd Subsequent Year (2023-24)	90,500.00	0.00%	No

Explanation:  
(required if Yes)

<b>Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)</b>			
First Prior Year (2020-21)	1,120,846.31		
Budget Year (2021-22)	370,772.00	-66.92%	Yes
1st Subsequent Year (2022-23)	343,644.00	-7.32%	Yes
2nd Subsequent Year (2023-24)	249,864.00	-27.29%	Yes

Explanation:  
(required if Yes)

In 20-21 district is projecting one time expenses for EESER I, GEER, CRF, and carry over funds for Title IV and VI. In 21-22 district is budgeting for one time expenses for ESSER II. In 22-23 district is budgeting for one time ESSER III funds. In 23-24 district did not budget for one time expenses.



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

First Prior Year (2020-21)	869,006.74		
Budget Year (2021-22)	782,792.00	-9.92%	Yes
1st Subsequent Year (2022-23)	752,169.00	-3.91%	Yes
2nd Subsequent Year (2023-24)	768,943.00	2.23%	No

**Explanation:**  
(required if Yes)

In 20-21 district is projecting one time expenses for EESER I, GEER, CRF, and carry over funds for Title IV and VI. In 21-22 district is budgeting for one time expenses for ESSER II. In 22-23 district is budgeting for one time ESSER III funds. In 23-24 district did not budget for one time expenses, only CPI of 2.23%.

**6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)**

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
<b>Total Federal, Other State, and Other Local Revenue (Criterion 6B)</b>			
First Prior Year (2020-21)	1,831,597.90		
Budget Year (2021-22)	1,244,979.00	-32.03%	Not Met
1st Subsequent Year (2022-23)	772,807.00	-37.93%	Not Met
2nd Subsequent Year (2023-24)	603,035.00	-21.97%	Not Met
<b>Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)</b>			
First Prior Year (2020-21)	1,989,853.05		
Budget Year (2021-22)	1,153,564.00	-42.03%	Not Met
1st Subsequent Year (2022-23)	1,095,813.00	-5.01%	Met
2nd Subsequent Year (2023-24)	1,018,807.00	-7.03%	Not Met

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

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

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

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

In 20-21 district received one time ESSER I funds, one time GEER funds, one time CRF funds, and one time carry over funds for Title IV and VI. In 21-22 district is budgeting for one time ESSER II funds. In 22-23 district is budgeting for one time ESSER III funds. In 23-24 district did not budget for any one time funds, therefore a decrease in revenue.

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

In 21-22 district is budgeting for one time Expanded Learning and In-person Instruction funds. These one time funds were not budgeted in subsequent year.

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

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

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

In 20-21 district is projecting one time expenses for EESER I, GEER, CRF, and carry over funds for Title IV and VI. In 21-22 district is budgeting for one time expenses for ESSER II. In 22-23 district is budgeting for one time ESSER III funds. In 23-24 district did not budget for one time expenses.

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

In 20-21 district is projecting one time expenses for EESER I, GEER, CRF, and carry over funds for Title IV and VI. In 21-22 district is budgeting for one time expenses for ESSER II. In 22-23 district is budgeting for one time ESSER III funds. In 23-24 district did not budget for one time expenses, only CPI of 2.23%.

**7. CRITERION: Facilities Maintenance**

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

**Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)**

**NOTE:** EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Per SB 98 and SB 820 of 2020, resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690 are excluded from the total general fund expenditures calculation.

**DATA ENTRY:** Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?
- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

**2. Ongoing and Major Maintenance/Restricted Maintenance Account**

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690)	7,894,583.70			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)	0.00	3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution <sup>1</sup> to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	7,894,583.70	236,837.51	237,705.00	Met

<sup>1</sup> Fund 01, Resource 8150, Objects 8900-8999

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

- ☐ Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- ☐ Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- ☐ Other (explanation must be provided)

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



**8. CRITERION: Deficit Spending**

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> in two out of three prior fiscal years.

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

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2018-19)	Second Prior Year (2019-20)	First Prior Year (2020-21)
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)	248,104.76	260,106.79	0.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	3,272,304.67	4,196,643.31	4,334,032.05
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)	3,520,409.43	4,456,750.10	4,334,032.05
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	5,902,393.11	5,751,070.70	7,710,749.95
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)	5,902,393.11	5,751,070.70	7,710,749.95
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	59.6%	77.5%	56.2%
<b>District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):</b>	<b>19.9%</b>	<b>25.8%</b>	<b>18.7%</b>

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

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

**8B. Calculating the District's Deficit Spending Percentages**

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2018-19)	735,463.07	5,027,394.60	N/A	Met
Second Prior Year (2019-20)	936,340.67	5,031,686.32	N/A	Met
First Prior Year (2020-21)	(122,718.05)	5,815,802.42	2.1%	Met
Budget Year (2021-22) (Information only)	(613,424.70)	6,706,597.70		

**8C. Comparison of District Deficit Spending to the Standard**

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

- 1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:  
(required if NOT met)

**9. CRITERION: Fund Balance**

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

Percentage Level <sup>1</sup>	District ADA		
1.7%	0	to	300
1.3%	301	to	1,000
1.0%	1,001	to	30,000
0.7%	30,001	to	400,000
0.3%	400,001	and	over

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

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

District's Fund Balance Standard Percentage Level:

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

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

Fiscal Year	Unrestricted General Fund Beginning Balance <sup>2</sup> (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)		Status
	Original Budget	Estimated/Unaudited Actuals			
Third Prior Year (2018-19)	(150,636.50)	2,785,946.36	N/A		Met
Second Prior Year (2019-20)	(284,562.76)	3,521,409.43	N/A		Met
First Prior Year (2020-21)	3,580,831.93	4,457,750.10	N/A		Met
Budget Year (2021-22) (Information only)	4,335,032.05				

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

**9B. 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)



**10. CRITERION: Reserves**

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

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level		District ADA	
5% or \$71,000 (greater of)	0	to	300
4% or \$71,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

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

<sup>2</sup> Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

<sup>3</sup> A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4, Subsequent Years, Form MYP, Line F2, if available.)	562	552	552
District's Reserve Standard Percentage Level:	4%	4%	4%

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

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

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

- Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
- If you are the SELPA AU and are excluding special education pass-through funds:

No

- Enter the name(s) of the SELPA(s):

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

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
0.00	0.00	0.00

**10B. Calculating the District's Reserve Standard**

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

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	8,120,615.70	7,287,292.00	7,271,773.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	8,120,615.70	7,287,292.00	7,271,773.00
4. Reserve Standard Percentage Level	4%	4%	4%
5. Reserve Standard - by Percent (Line B3 times Line B4)	324,824.63	291,491.68	290,870.92
6. Reserve Standard - by Amount (\$71,000 for districts with 0 to 1,000 ADA, else 0)	71,000.00	71,000.00	71,000.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	324,824.63	291,491.68	290,870.92

### 10C. Calculating the District's Budgeted Reserve Amount

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

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	250,510.29	256,877.28	264,911.08
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	3,470,097.06	3,268,695.07	2,988,027.27
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	3,720,607.35	3,525,572.35	3,252,938.35
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	45.82%	48.38%	44.73%
<b>District's Reserve Standard (Section 10B, Line 7):</b>	<b>324,824.63</b>	<b>291,491.68</b>	<b>290,870.92</b>
Status:	Met	Met	Met

### 10D. Comparison of District Reserve Amount to the Standard

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

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

Explanation:  
(required if NOT met)



## SUPPLEMENTAL INFORMATION

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

### S1. Contingent Liabilities

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

No

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

### S2. Use of One-time Revenues for Ongoing Expenditures

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

No

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

### S3. Use of Ongoing Revenues for One-time Expenditures

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

No

- 1b. If Yes, identify the expenditures:

### S4. Contingent Revenues

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

No

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

**S5. Contributions**

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

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

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

District's Contributions and Transfers Standard:

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

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

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

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
<b>1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)</b>				
First Prior Year (2020-21)	(380,664.00)			
Budget Year (2021-22)	(242,440.00)	(138,224.00)	-36.3%	Not Met
1st Subsequent Year (2022-23)	(249,571.00)	7,131.00	2.9%	Met
2nd Subsequent Year (2023-24)	(256,916.00)	7,345.00	2.9%	Met
<b>1b. Transfers In, General Fund *</b>				
First Prior Year (2020-21)	0.00			
Budget Year (2021-22)	0.00	0.00	0.0%	Met
1st Subsequent Year (2022-23)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
<b>1c. Transfers Out, General Fund *</b>				
First Prior Year (2020-21)	45,000.00			
Budget Year (2021-22)	111,029.75	66,029.75	146.7%	Not Met
1st Subsequent Year (2022-23)	114,361.00	3,331.25	3.0%	Met
2nd Subsequent Year (2023-24)	117,792.00	3,431.00	3.0%	Met

**1d. Impact of Capital Projects**

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

No

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

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

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

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

Explanation:  
(required if NOT met)

In 20-21 district is projecting a contribution to Title I and III and an increased contribution to RRM which are not projected in subsequent years.

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

Explanation:  
(required if NOT met)



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

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

In 21-22 district is budgeting for a transfer to the cafeteria fund that was not budgeted in 20-21.

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

**Project Information:**  
(required if YES)


**S6. Long-term Commitments**

Identify all existing and new multiyear commitments<sup>1</sup> and their annual required payments for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

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

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

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

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

No

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

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2021
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

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

TOTAL:				0

Type of Commitment (continued)	Prior Year (2020-21) Annual Payment (P & I)	Budget Year (2021-22) Annual Payment (P & I)	1st Subsequent Year (2022-23) Annual Payment (P & I)	2nd Subsequent Year (2023-24) Annual Payment (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 (2020-21)?	No	No	No	No



---

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

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DATA ENTRY: Enter an explanation if Yes.

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

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

---

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

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DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

n/a

2.

No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

**Explanation:**  
(required if Yes)

**S7. Unfunded Liabilities**

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

**S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

Yes

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

- b. Do benefits continue past age 65?

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

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

Pay-as-you-go

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

Self-Insurance Fund	Governmental Fund
0	0

4. OPEB Liabilities

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

590,081.00
590,081.00
Actuarial
Sep 26, 2018

5. OPEB Contributions

- a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method  
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)  
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)  
d. Number of retirees receiving OPEB benefits

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
45,958.00	45,958.00	45,958.00
13,498.00	13,498.00	13,498.00
46,129.00	48,820.00	56,367.00
1	1	1



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

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

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

No
----

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

--

3. Self-Insurance Liabilities

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


4. Self-Insurance Contributions

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

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

**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) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of certificated (non-management) full-time-equivalent (FTE) positions	31.0	31.0	30.0	30.0

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

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

Yes

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

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

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

--

**Negotiations Settled**

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

Apr 13, 2021

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

Yes

If Yes, date of Superintendent and CBO certification:

Apr 13, 2021

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

Yes

If Yes, date of budget revision board adoption:

Apr 13, 2021

4. Period covered by the agreement:

Begin Date:

--

End Date:

--

5. Salary settlement:

Budget Year  
(2021-22)

1st Subsequent Year  
(2022-23)

2nd Subsequent Year  
(2023-24)

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

--	--	--

**One Year Agreement**

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year  
or

--

**Multiyear Agreement**

Total cost of salary settlement

--	--	--

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

--	--	--

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

--



Negotiations Not Settled

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

--

7. Amount included for any tentative salary schedule increases

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

**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

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
538,840	555,006	571,656
CAP of 16,838.76	CAP of 16,838.76	CAP of 16,838.76
3.0%	3.0%	3.0%

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

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

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

If Yes, explain the nature of the new costs:


--

**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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
47,535	48,485	49,455
2.0%	2.0%	2.0%

**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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
No	No	No
No	No	No

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

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


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

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

	Prior Year (2nd Interim) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of classified (non-management) FTE positions	28.0	27.0	27.0	27.0

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

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

No

If Yes, and the corresponding public disclosure documents  
have been filed with the COE, complete questions 2 and 3.If Yes, and the corresponding public disclosure documents  
have not been filed with the COE, complete questions 2-5.

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

--

**Negotiations Settled**

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

--

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

If Yes, date of Superintendent and CBO certification:


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

If Yes, date of budget revision board adoption:


4. Period covered by the agreement:

Begin Date:

--

End Date:

--

5. Salary settlement:

Budget Year  
(2021-22)1st Subsequent Year  
(2022-23)2nd Subsequent Year  
(2023-24)Is the cost of salary settlement included in the budget and multiyear  
projections (MYPs)?

--	--	--

**One Year Agreement**

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year  
or

--

**Multiyear Agreement**

Total cost of salary settlement

--	--	--

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

--	--	--

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

--

**Negotiations Not Settled**

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

12,624

Budget Year  
(2021-22)1st Subsequent Year  
(2022-23)2nd Subsequent Year  
(2023-24)

7. Amount included for any tentative salary schedule increases

--	--	--



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

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

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
228,974	235,843	242,919
CAP of \$16,318.05	CAP of \$16,318.05	CAP of \$16,318.05
3.0%	3.0%	3.0%

**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		

--

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

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

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
18,534	18,905	19,283
2.0%	2.0%	2.0%

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

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

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
No	No	No
No	No	No

**Classified (Non-management) - Other**

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


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

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

	Prior Year (2nd Interim) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of management, supervisor, and confidential FTE positions	3.0	3.0	3.0	3.0

**Management/Supervisor/Confidential  
Salary and Benefit Negotiations**

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

n/a

If Yes, complete question 2.

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

--

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

**Negotiations Settled**

2. Salary settlement:

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

Total cost of salary settlement

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

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

**Negotiations Not Settled**

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

--

4. Amount included for any tentative salary schedule increases

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

**Management/Supervisor/Confidential  
Health and Welfare (H&W) Benefits**

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

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

**Management/Supervisor/Confidential  
Step and Column Adjustments**

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

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

**Management/Supervisor/Confidential  
Other Benefits (mileage, bonuses, etc.)**

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)



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

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

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

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

Yes

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

Jun 22, 2021

**S10. LCAP Expenditures**

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

## ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

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

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

Comments:  
(optional)

A6: Certificated health benefit cap \$16,838.76, Classified health benefit cap \$16,318.05, Management health benefit cap \$16,578.60, Board health benefit cap \$12,238.54.

## End of School District Budget Criteria and Standards Review



**BEFORE THE BOARD OF TRUSTEES  
OF THE OAK VALLEY ELEMENTARY SCHOOL DISTRICT  
TULARE COUNTY, STATE OF CALIFORNIA**

In the Matter of the Spending Determination  
for Funds Received from the Education  
Protection Account pursuant to Article XIII,  
Section 36 of the California Constitution  
2021-22 Fiscal Year

RESOLUTION No. *2021-03*

**RECITALS**

1. The voters approved Proposition 30 on November 6, 2012;
2. Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;
3. The provisions of Article XIII, Section 36(e) create in the state General Fund an Educational Protection Account to receive and disburse the revenues derived from the incremental increases in taxes by Article XIII, Section 36(f);
4. Before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;
5. If the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;
6. All monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;
7. Monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;
8. A community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

9. The governing board of the district shall make the spending determination with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;
10. The monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;
11. Each community college district, county office of education, school district and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent;
12. The annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;
13. Expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. The above recitals are true and correct;
2. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent for the 2021-22 fiscal year shall be made in open session of a public meeting of the governing board of Oak Valley Elementary School District;
3. In compliance with Article XIII, Section 36(e) of the California Constitution, the governing board of the Oak Valley Elementary School District has determined to spend the monies received from the Education Protection Account for the 2021-22 fiscal year as attached;
4. Upon finalizing financial data for the fiscal year, the District Superintendent, or designee, is hereby directed to immediately publish on the district's Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

THE FOREGOING RESOLUTION was adopted upon motion by Trustee \_\_\_\_\_,  
seconded by Trustee \_\_\_\_\_, at a regular/special meeting held on June 22, 2021, by the  
following vote:



AYES:

NOES:

ABSENT:

I, \_\_\_\_\_, secretary of the governing board of the Oak Valley Elementary School District, do hereby certify that the foregoing Resolution was duly passed and adopted by said Board, at an official and public meeting thereof, this 22<sup>nd</sup> day of June, 2021.

Date:

\_\_\_\_\_  
Secretary, Board of Trustees

2021-22 Education Protection Account  
Program by Resource Report  
Expenditures by Function - Detail

Oak Valley Elementary

Expenditures through: June 30, 2022

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	616,509.15
Revenue Limit Sources	8010-8099	1,067,425.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
<b>TOTAL AVAILABLE</b>		<b>1,683,934.15</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		<b>Function Codes</b>
Instruction	1000-1999	1,101,680.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		<b>1,101,680.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>582,254.15</b>



**RESOLUTION OF THE GOVERNING BOARD OF  
OAK VALLEY UNION SCHOOL DISTRICT**

In the matter of Authorizing Inter-fund Transfers     )  
In Accordance with the Budget                             )     **RESOLUTION NUMBER: 2021-4**

**WHEREAS**, the Governing Board of the District adopted its Annual Budget for the Fiscal Year 2021-2022; and,

**WHEREAS**, the Governing Board of the District approved Inter-fund Transfers between the various funds of the District as recorded in the budget document in accordance with Education Code;

**THEREFORE, BE IT RESOLVED** that the Governing Board authorizes District Administration to make inter-fund transfers in accordance with the budget, not to exceed the amount of appropriation.

**THE FOREGOING RESOLUTION WAS ADOPTED** upon the motion of \_\_\_\_\_, seconded by \_\_\_\_\_, at a regular meeting of the Governing Board on the 22<sup>nd</sup> day of June, 2021 by the following vote.

**Ayes:**

**Noes:**

**Abstentions:**

**Absent:**

\_\_\_\_\_  
Secretary/Clerk of said District Board

7.9

District: Oak Valley Elementary  
CDS #: 54-72017

## 2021-22 Budget Attachment

### Substantiation of Need for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiate the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties..

Combined and Unassigned/Unappropriated Fund Balances (Resources 0000-1999, Objects 9780, 9789 and 9790)			
Form	Fund		2021-22 Budget
01	General Fund/County School Service Fund	Form 01	\$3,720,607.32
17	Special Reserve Fund for Other Than Capital Outlay Projects	Form 17	\$142,288.86
Total Assigned and Unassigned Ending Fund Balances			\$3,862,896.18
District Standard Reserve Level		Form 01CS Line 10B-4	4%
Less District Minimum Recommended Reserve for Economic Uncertainties		Form 01CS Line 10B-7	\$324,824.63
Remaining Balance to Substantiate Need			\$3,538,071.55
Substantiation of Need for Fund Balances in Excess of Minimum Recommended Reserve for Economic Uncertainties			Amount
Fund	Descriptions		
01	Technology & Network Infrastructure		\$406,264.02
01	Water System Infrastructure		\$178,756.17
01	Cafeteria Equipment Upgrade		\$243,758.41
01	OPEB Obligations		\$1,354,463.12
01	Resurfacing of Parking Lot		\$284,384.81
01	Replace Auditorium Floor		\$276,259.53
01	School Safety Upgrades		\$219,382.57
01	Low grade bathroom upgrades		\$284,384.81
01	Reserve for new district vehicles		\$148,129.24
17	Reserve for new bus		\$142,288.86
	Insert Lines above as needed		
	Total of Substantiated Needs		\$3,538,071.55
	Remaining Unsubstantiated Balance		\$0.00



**RESOLUTION OF THE GOVERNING BOARD OF  
OAK VALLEY UNION SCHOOL DISTRICT**

In the Matter of Authorizing Inter-fund Loan for     )  
Cash Flow Purposes   )     **RESOLUTION NUMBER. 2021-5**

**WHEREAS,** the Oak Valley Union school district administers various funds; and,

**WHEREAS,** the school district occasionally has cash shortages in it's segregated funds at the county treasury; and,

**WHEREAS,** Education Code Section 42603 authorizes inter-fund loans to cover such temporary cash shortages;

**THEREFORE, BE IT RESOLVED** that the Governing Board of the Oak Valley Union school district authorizes the District Administration to transfer funds as needed for cash-flow purposes and to repay those transfers as funds become available for the 2021-22 school year.

**THE FOREGOING RESOLUTION WAS ADOPTED** upon the motion of \_\_\_\_\_, seconded by \_\_\_\_\_, at a regular meeting of the Governing Board on the 22nd day of June, 2021 by the following vote.

**Ayes:**

**Noes:**

**Abstentions:**

**Absent:**

Secretary/Clerk of said District Board

**RESOLUTION OF THE GOVERNING BOARD OF  
OAK VALLEY UNION SCHOOL DISTRICT**

In the Matter of Authorization for County )  
Superintendent of Schools to make year end )  
Budget Transfers )

RESOLUTION NUMBER. 2021-6

**WHEREAS**, at the close of any school year the County Superintendent of schools may, with the consent of the Governing Board of a school district previously given, make such transfers between the undistributed reserve and any expenditure classification or classifications or balance any expenditure classifications of the budget of the district for such school year as are necessary to permit the payment of obligations of the district incurred during such school year; and,

**WHEREAS**, the total amount budgeted as the proposed expenditure of the school district for each major classification of school district expenditures listed in the school district budget forms prescribed by the Superintendent of Public Instruction shall be the maximum amount which may be expended for that classification of expenditures for the school year; and,

**WHEREAS**, the district wishes to ensure that all expenditures of the school district during the 2021-2022 fiscal year have been appropriately budgeted for.

**THEREFORE, BE IT RESOLVED** that, at the close of the 2020-21 Fiscal year the County Superintendent of Schools be authorized in accordance with Education Code Section 42601 to make such transfers between the unappropriated fund balance and/or any expenditures classifications of the budget as are necessary to permit the payment of obligations of the school district incurred during the fiscal year.

**THE FOREGOING RESOLUTION WAS ADOPTED** upon the motion of \_\_\_\_\_, seconded by \_\_\_\_\_, at a regular meeting of the Governing Board on the 22nd day of June, 2021 by the following vote.

- Ayes:**
- Noes:**
- Abstentions:**
- Absent:**

\_\_\_\_\_  
Secretary/Clerk of said District Board



County superintendents who make certain year-end fund balance transfers for small school districts in their county are now required to notify each district of the transfers made. The definition of a small school district has been changed from A... those districts with an average daily attendance of 2,500 or less...@ to those districts identified in EC 41301 which sets forth the state school fund allocation schedule. Small elementary school districts are now defined as having less than 901 units of average daily attendance (ada), small high school districts are now defined as having less than 301 ada, and small unified school districts are now defined as having less than 1,501 ada.

42601. At the close of any school year a school district may, with the approval of the governing board, identify and request the county superintendent of schools to make the transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification or classifications, or balance any expenditure classifications of the budget of the district for that school year as necessary to permit the payment of obligations of the district incurred during that school year. For each elementary, high school, and unified school district that, during the preceding school year, had an average daily attendance less than the level, as appropriate, specified in subdivision (a) of Section 41301, the county superintendent of schools, with the consent of the governing board of the school district, may identify and make the transfers, and shall so notify the districts.