



CENTRAL UNION SCHOOL DISTRICT

June 13, 2022

AGENDA

The regular open public meeting of the Central Union School District Board of Trustees will be held on Monday, June 13, 2022 at District Presentation Center, 15783 18th Avenue, Lemoore, CA 93245. The Board meeting will begin with a preliminary open session at **5:30 p.m.** and adjourn into closed session. After the closed session the general open session will be called to order at **6:00 p.m.**

Any individual who requires a translator, disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing no later than 8:00 a.m. the day of the meeting.

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda are available for public inspection and may be accessed under the Board Agenda and backup information housed on the District website at www.central.k12.ca.us.

CUSD Mission Statement ~

Central Union School District seeks to be an exemplary learning community. We build the foundation of this community through meaningful relationships, relevant and engaging learning, effective communication, and providing a safe atmosphere. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive member of society. We challenge ourselves to be better than we think we can be, and advocate for the greater good of our community. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world.

1. OPEN PUBLIC SESSION:

- a. Call to Order
- b. Roll Call
- c. Flag Salute

Trustees:

Dale Davidson, Jeffrey Gilcrease, Ceil Howe III, and Steven Salefske

District Administration:

Superintendent Tom Addington, Elizabeth Alvarado, Loretta Black, Darin Denney, Traci Fullerton, Brittany Gately, Anne Gonzales, Christina Gonzales, Michelle King, Penny Miller, Cindee Rael, Teresa Santamaria, Davinder Sidhu, Heiko Sweeney and Mark Tompkins.

CUSD Employee Associations' Representatives and others in attendance

2. PROCEDURE FOR VISITORS WHO WISH TO ADDRESS THE BOARD:

The Board invites and welcomes your comments. Your input is important. Most questions asked of the Board require research and/or investigation. Therefore, the Board may respond to your questions in writing. However, if the comments involve a District employee or a student, the President will, at that time, explain the rights of the Speaker and the rights of the employee and/or student. In accordance with Board Bylaw 9323, The Board shall limit the individual speakers to no more than five minutes in length with no more than thirty minutes per item.

3. PRESENTATION(S):

4. DISTRICT REPORTS

- a. Superintendent Update

ENROLLMENT	BEG. OF YEAR 2020-2021	BEG. OF YEAR 2021-2022	May 2020-21	May 2021-22	Inter Districts	TOTAL
AKERS	715	720	732	702	LESD	11
CENTRAL	248	257	265	278	HANFORD	3
NEUTRA	496	449	492	431	OTHER	6
STRATFORD	287	260	304	288	Intra-District	11
TOTAL	1746	1686	1793	1699	TOTAL	31

5. COURTESY TO VISITORS:

6. CORRESPONDENCE AND BOARD INFORMATION:

- a. None

7. CONSENT AGENDA:

(at this time board members may request that an item or items be removed from the consent agenda and placed as 'new business')

- a. Approve minutes of the May 23, 2022 regular board meeting (ta)
- b. Approve Staff for the 2021-22 summer session (ta)

- c. Approve new hire:
 - i. Jasmine Campbell Account Clerk I
- d. Approve Separations:
 - i. 49-5/22
 - ii. 50-6/22
- e. Approve updated coaches list covering spring sports (ta)
- f. Approve Service Agreement with Wonder Valley re outdoor education (ta)

Approve Items a) through f)

8. **OLD BUSINESS:**

- a. None

9. **NEW BUSINESS**

- a. Announce out any closed session decision (ta)
- b. Approve May 2022 District warrants and payroll (ts)
- c. Approve the opening of the hearing on the first reading of the Central Union School District 2022-2023 District Local Control Accountability Plan (cr) and the 2022-2023 District Budget (ts)

President Salefske offers the public the opportunity to address the Central Union School District 2022-2023 LCAP and Budget

- d. Approve the closing of the hearing on the first reading of the Central Union School District 2022-2023 District Local Control Accountability Plan (cr) and the 2022-2023 District Budget (ts)
- e. Approve the 2021-22 Annual Update to the District Federal Addendum (cr)
- f. Approve District Consolidated Application for Funding (cr)
- g. Approve 2022-23 Stratford Elementary School's Single Plan for Student Achievement (cr)
- h. Approve District 2022-23 Prekindergarten Planning and Implementation Program (ta)
- i. Approve certificated substitute salary for 2022-23 school year (ta)
- j. Approve Updated Declaration of Need for Fully Qualified Educators (ta)
- k. Cancel scheduled board meeting of July 11, 2022 (ta)

10. **BOARD MEMBER COMMENTS:**

11. **CLOSED SESSION:**

The closed session of the Board of Trustees will be held to consider the following:

- a. Anticipated Litigation - {Gov. Code §54596.9}
 - i. *One potential case*
- b. Labor Negotiations (Gov. Code §54957.6)
 - Employee organization:** CUETA & CUCEA
- c. Superintendent's Evaluation {Gov. Code §54957}



CENTRAL UNION SCHOOL DISTRICT

May 23, 2022

MINUTES

The regular open public meeting of the Central Union School District Board of Trustees was held on Monday, May 23, 2022 at District Presentation Center, 15783 18th Avenue, Lemoore, CA 93245. The Board meeting began with a preliminary open session at **5:30 p.m.** and adjourned into closed session at **5:30 p.m.** After the closed session the general open session was called to order at **6:04 p.m.** The meeting adjourned at **6:17 p.m.**

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1. OPEN PUBLIC SESSION:

- a. Call to Order
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- c. Flag Salute

Trustees:

Dale Davidson, Jeffrey Gilcrease, Ceil Howe III and Steven Salefske were all present.

District Administration:

Superintendent Tom Addington, Elizabeth Alvarado, Loretta Black, Darin Denney, Traci Fullerton, Brittany Gately, Anne Gonzales, Christina Gonzales, Michelle King, Penny

Miller, Cindee Rael, Teresa Santamaria, Davinder Sidhu, Heiko Sweeney and Mark Tompkins were all present.

CUSD Employee Associations' Representatives and others in attendance

2. PROCEDURE FOR VISITORS WHO WISH TO ADDRESS THE BOARD:

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3. PRESENTATION(S):

- a. Central School

4. DISTRICT REPORTS

- a. Superintendent Update. Mr. Addington provided an update from the Teacher Leads and Curriculum Dept meeting that was held during the day today. It was a great meeting, a reboot for our PLCs and moving into next school year, reviewed data and encouraged to see what our teachers bring next year. Shared a video made by the Teacher Leads from today and will share with the entire staff this week.

ENROLLMENT	BEG. OF YEAR 2020-2021	BEG. OF YEAR 2021-2022	April 2020-21	April 2021-22	Inter Districts	TOTAL
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STRATFORD	287	260	311	285	Intra-District	11
TOTAL	1746	1686	1801	1711	TOTAL	31

5. COURTESY TO VISITORS:

6. CORRESPONDENCE AND BOARD INFORMATION:

- a. KCOE certification of second interim report
- b. Impact Spring 2022 Update

- c. NAFIS FY23 Impact Aid request notification
- d. Kings County January 1-March 31, 2022 Quarterly Report
- e. School Newsletter
- f. 8th Grade Ceremonies
 - i. Tuesday, May 31, 2022
 - 1. Stratford School - 6:00 PM
 - ii. Wednesday, June 1, 2022
 - 1. Central School - 4:00 PM
 - 2. Akers School - 7:00 PM

7. CONSENT AGENDA:

(at this time board members may request that an item or items be removed from the consent agenda and placed as 'new business')

- a. Approved minutes of the regular board meeting of April 4, 2022
- b. Approved new hires:
 - i. Haydee Anderson Specialty Instructional Aide
 - ii. Stacey Corbiere Specialty Instructional Aide
 - iii. Megan Massari Specialty Instructional Aide
 - iv. Nancy Renteria Specialty Instructional Aide
 - v. David Toste Technology Support Specialist
- c. Approved separations:
 - i. 43-4/22
 - ii. 44-5/22
 - iii. 45-5/22
 - iv. 46-5/22
 - v. 47-5/22
 - vi. 48-5/22
- d. Approved Agreement with Thriving YOUiversity for administrative leadership training and welcome back address
- e. Approved Powerschool Agreement for server maintenance of student information system
- f. Approved Agreement with Kings County Office of Education for Preschool operation and services for the 2022-2023 school year
- g. Approved Agreement with Kings County Office of Education for operations associated with Fiscal Management System
- h. Approved Agreement with California State University-Fresno for Social Work intern
- i. Approved Agreement with Mark Condie for Inspector of Record services
- j. Approved Agreement with Kings County Office of Education for Curriculum Training services for 2022-23 school year
- k. Approved Annual Agreement for fingerprinting services with Kings County Office of Education

- l. Approved Annual Agreement for School Attendance and Review Board services with Kings County Office of Education
- m. Approved the School Attendance and Review Board (SARB) and SARB Board and Dates for 2022-23 school year
- n. Approved 2022-23 Agreement for New Teacher Induction program through the Kings County Office of Education
- o. Approved Agreement with Sylvia Villegas-Cadena (LMFT) to provide educationally relevant counseling services for identified students
- p. Approved Agreement with Guadalupe Avalos (LMFT) to provide educationally relevant counseling services for identified students
- q. Approved Agreement with Follett School Solutions for Destiny library tracking and software services
- r. Approved Agreement with Panorama Education for online survey services
- s. Approved DELAC Committee Report for 2021-22
- t. Approved ESSER III Plan for 2021-2024 Update
- u. Approved CUESD cost coverage for general liability insurance with SISC for School Connected organizations for Akers, Central, and Stratford parent organizations
- v. Approved Technology Surplus
- w. Approved Memorandum of Agreement w/Kings County Office of Education re ELD Support/Coaching
- x. Approved Agreement with Pacific Oaks College for college internship agreement
- y. Accepted donation to Stratford School from Sandridge Partners L.P. Company
- z. Approved Agreement with Kings County Office of Education for after school education and safety program

Approved items a) through z)

Motion: Ceil Howe, III

Seconded: Jeffrey Gilcrease

Dale Davidson Vote: AYE

Ceil Howe, III Vote: AYE

Jeffrey Gilcrease Vote: AYE

Steven Salefske Vote: AYE

8. OLD BUSINESS

- a. Approved Second Reading of Administrative Regulation 3311.3 - Design Build Contracts

Motion: Jeffrey Gilcrease

Seconded: Ceil Howe, III

Dale Davidson Vote: AYE

Ceil Howe, III Vote: AYE

Jeffrey Gilcrease Vote: AYE

Steven Salefske Vote: AYE

9. NEW BUSINESS

a. No announcements from closed session.

b. Approved April 2022 District warrants and payroll; April 2022 financial and cafeteria statements

Motion: Ceil Howe, III

Seconded: Jeffrey Gilcrease

Dale Davidson Vote: AYE

Ceil Howe, III

Vote: AYE

Jeffrey Gilcrease Vote: AYE

Steven Salefske

Vote: AYE

c. Approved the opening of the hearing on 2022 Developer Fee Study

President Salefske offered the public the opportunity to address the Central Union School District 2022 Developer Fee Study. No comments were made.

Motion: Jeffrey Gilcrease

Seconded: Ceil Howe, III

Dale Davidson Vote: AYE

Ceil Howe, III

Vote: AYE

Jeffrey Gilcrease Vote: AYE

Steven Salefske

Vote: AYE

d. Approved the closing of the hearing on the 2022 Developer Fee study

e. Approved Resolution #G-05-23-2022 Adopting Development Fees on Residential and Commercial and Industrial Development to Fund the Construction or Reconstruction of School Facilities

One motion was made for items d and e.

Motion: Ceil Howe, III

Seconded: Jeffrey Gilcrease

Dale Davidson Vote: AYE

Ceil Howe, III

Vote: AYE

Jeffrey Gilcrease Vote: AYE

Steven Salefske

Vote: AYE

f. Approved Resolution #H-05-23-2022 Governing Board Member Elections; Consolidation of Elections; Specifications of the Election Order

Motion: Jeffrey Gilcrease

Seconded: Ceil Howe, III

Dale Davidson Vote: AYE

Ceil Howe, III

Vote: AYE

Jeffrey Gilcrease Vote: AYE

Steven Salefske

Vote: AYE

g. Approved Resolution #I-05-23-2022 Alternative Bus grant and delegated authority

Motion: Ceil Howe, III

Seconded: Jeffrey Gilcrease

Dale Davidson Vote: AYE

Ceil Howe, III

Vote: AYE

Jeffrey Gilcrease Vote: AYE

Steven Salefske

Vote: AYE

h. Approved Wonder Valley for Outdoor Education for 6th grade Districtwide for 2022-23

Motion: Jeffrey Gilcrease

Seconded: Ceil Howe, III

Dale Davidson Vote: AYE

Ceil Howe, III

Vote: AYE

Jeffrey Gilcrease Vote: AYE

Steven Salefske

Vote: AYE

i. Approved Resolution #J-05-23-2022 Board calendar meeting addition

Motion: Ceil Howe, III

Seconded: Jeffrey Gilcrease

Dale Davidson Vote: AYE

Ceil Howe, III

Vote: AYE

Jeffrey Gilcrease Vote: AYE

Steven Salefske

Vote: AYE

10. **BOARD MEMBER COMMENTS:** None

11. **CLOSED SESSION:**

The closed session of the Board of Trustees will be held to consider the following:

- a. Personnel {Gov. Code §54957}
- b. Labor Negotiations (Gov. Code §54957.6)

Employee organization: CUETA

Respectively submitted,

President

Clerk

Summer School 2022

Principals

Central - Anne Gonzales
Neutra – Heiko Sweeney

Nurse

Carrie Dozier

Teachers

Neutra

Stacy Cardoza, K
Courtney Hale, 1
Ivone Rosa, 2
Megan Feenstra, 2
Ashley Bullis, 3
Danielle Post, 4
Lane Wilcox, 5
John Coelho, 6
Tara Taylor, 7

Central

Barbara Infante, K
Catalina Escobedo, 1
Diana Holmes, 2
Mirella Lopez, 3
Nicole Rocha, 4
Maria Adams, 5
Jaimee Broadus, 6/7
Mariela Ochoa, ELD-Primary
David Pilcher, ELD-Intermediate

Cafeteria

Patty Orsaba – Central
Mercedes Gonzalez – Neutra

Clerks

Chris Santos - Central
Alicia Martella – Neutra

Aides

Sara Duty – Central
Paola Morfin – Central
Samantha Roberts – Central
Maryanne Allison – Central
Renee Heck - Neutra
Amanda Hammer - Neutra
Kaylee McClain - Neutra
Jessica Hood - Neutra

Thomas Addington
Superintendent

15783 18th Avenue
Lemoore, CA 93245
Telephone (559) 924-3405
Fax (559) 924-1153



Central Union School District
Lemoore, CA

Board Members

Dale Davidson
Casey Fisher
Jeffrey Gilcrease
Ceil Howe, III

To: Central Union School Board of Trustees
From: Tom Addington
Date: May 31, 2022
Re: Coaches Certification

Needed on board agenda

- Action
 - Consent
 - New Business
- Information

Item:

Approval is sought for updated coaches' list for 2021-22 school year

Rationale/Purpose:

Per Title 5 Code of Regulations (T5 5593), the attached list is updated on a yearly basis. These individuals possess CPR/First Aid certification. Those on the list who have yet to complete the CPR/First Aid will be submit verification of completion prior to commencement of coaching activities.

The list includes those individuals who will serve in a coaching capacity during the current school year. Additional volunteer coaches from the community will participate and support the sports program at the school, however, these volunteers are under the direct supervision of the following coaches to be certified for the school year.

Fiscal Impact:

Stipend allowances are provided to all certificated staff members involved with coaching school teams. Compensation for extracurricular duties (coaches) is based upon a determined percentage off of Step I-1 of the certificated salary schedule.

Extra-curricular Activity	Number of Teams per site	Maximum Number of Coaches	Stipend per coach Percent based upon Step I-1 of cert salary
Fall			
Flag Football	2	2	1.75%

Volleyball	2	2	1.75%
Cross Country (Intermediate)	1	1	0.50%

Winter BASKETBALL

Basketball	4	4	1.75%
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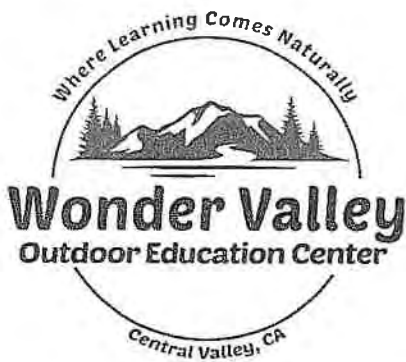
Spring TRACK

Track (Jr High)	1	3	1.75%
Track (Intermediate)	1	2	1.75%

Recommendation:

Accept updated coaches list as included for athletic teams for the 2021-22 school year.

School Site	Last Name	First Name	Sport - Winter	Sport - Spring	CPR/First Aid
Akers	Fraleley	Brian	Basketball (A Boys)	Track (Jr Hi)	YES
Akers	Oakes	Dale	Basketball (A Girls)		YES
Akers	Kirchhoff	Jeff	Basketball (B Boys)		YES
Akers	Taylor	Tara	Basketball (B Girls)	Track (Jr Hi)	YES
Akers	Dobbins	Shayna		Track (Intermediate)	YES
Akers	Stanley	Staci		Track (Intermediate)	YES
Akers	Holmes	Diana		Track (Jr Hi)	YES
Akers	Piper	Beth		Track (Jr Hi)	YES
Central	Olveda	Daniel	Basketball (Boys)		YES
Central	Rocha	Nicole	Basketball (Girls)		YES
Central	Adams	Maria		Track	NO
Stratford	Jacobs	Luke	Basketball (B Boys)	Track	YES
Stratford	Maldonado	Robert	Basketball (A Boys)	Track	YES
Stratford	Acosta	Jesus	Basketball (B Girls)	Track	YES
Neutra	Elia	Curtis		Track	YES



WESTERN CAMPS INC.
dba WONDER VALLEY
OUTDOOR EDUCATION CENTER

6450 Elwood Road
 Sanger, CA 93657
 Phone: (800) 821-2801
 Agreement Date: May 9, 2022

Booking #: 438022
Dates of Attendance: OCTOBER 3, 2022 - OCTOBER 5, 2022

SITE RESERVATION & SERVICE AGREEMENT

This is an agreement between Western Camps Inc., a California corporation dba Wonder Valley Outdoor Education Center (hereinafter referred to as WCI), and **CENTRAL UNION SCHOOL DISTRICT**, an educational institution for the use of Western Camps' Outdoor Education program.

CENTRAL UNION SCHOOL DISTRICT

Loretta Black
 15783 18th Avenue
 Lemoore, Ca 93245
 559-925-2616

Trip Details: 3 Day, 2 Night (Mon-Wed) Program

Reservations, Tuition, & Payment Requirements:

Initials: TEA

WCI does not officially reserve space until the signed agreement and \$1,000 first payment are received. The **first payment is non-refundable** and the amount will be deducted from the final bill. **CENTRAL UNION SCHOOL DISTRICT** is responsible for a minimum guarantee of **175 students**. The guaranteed number, or actual number of students attending, whichever is greater, shall be reported to WCI 30 days prior to the event date and WCI must be notified with any changes no later than 15 days prior to the event date.

<u>Attendee Type</u>	<u>Price Per Person</u>
Students:	\$280. ⁰⁰
Teachers/Chaperones:	\$150. ⁰⁰

One chaperone or teacher may attend free of charge per every eight students. Additional adult chaperones may attend, at the option of **CENTRAL UNION SCHOOL DISTRICT**, and will be billed at the discounted rate listed above.

CENTRAL UNION SCHOOL DISTRICT shall make the following payments with payment in full due no later than check-in on arrival day. Any changes incurring additional fees will be submitted to **CENTRAL UNION SCHOOL DISTRICT** with payment due upon receipt. Charges are based on the minimum guaranteed attendance or actual number, whichever is greater.

PAYMENT SCHEDULE		
Payment Number	Amount Due	Due Date
1	\$1,000	3/16/2022
2	\$24,500	06/03/2022
3	\$23,500	09/03/2022

Acceptable payments to be made in cash, Visa, MasterCard, Amex or by above named client's check.

Checks should be made out to Western Camps Inc, and mailed to:
 Wonder Valley Outdoor Education Center - Attn: Accounts Receivable
 6450 Elwood Road, Sanger, CA 93657

WCI reserves the right to increase rates due to unexpected changes in min wage, insurance, energy, workers comp, or food costs. If the increase is more than 7%, the client may choose to cancel within 14 days of notification with no penalty. WCI shall not impose any surcharges on the cost of your function less than 30 days prior to arrival.

Late Payment Fees:

Initials: TEA

Full payment is due no later than check-in on arrival day. Accounts not paid in full within 30 days following the trip, WCI shall be entitled to recover all expenses (including attorneys' fees) related to the collection of overdue invoices. Any amounts not paid when due shall bear interest at the rate of 1.5% per month or the maximum amount legally allowable, whichever is greater, until such time as all outstanding amounts (including all interest and collection-related expenses have been paid in full.

Service Agreement:

Initials: TEA

In exchange for the total payments listed, WCI will provide your students, chaperones, and teachers with meals starting with Lunch on **OCTOBER 3, 2022** through Breakfast on **OCTOBER 5, 2022**, as well as outdoor education class instruction provided by WCI Staff. WCI shall also provide the following: 1. A licensed nurse and health center 24 hours per day while in attendance, 2. All evening and recreational programs for students, 3. A student Outdoor Education journal for each participating student, 4. Any and all additional program or recreational materials necessary to enrich the educational experience, 5. Release & Health Waivers for each student to be completed and signed by parent or guardian, 6. Parent & Teacher orientation packets to help prepare students for the program, 7. one souvenir t-shirt for each student, teacher, & chaperone.

Chaperone Requirements:

Initials: TEA

CENTRAL UNION SCHOOL DISTRICT is responsible for providing teachers and/or chaperones at a rate of no less than one (1) for every eight (8) students. Mature, adult chaperones are preferred, but High School Leadership students are acceptable with teacher supervision. Chaperones will sleep in cabins with the students. All adult chaperones provided by the school district must first successfully complete a fingerprint/background check process through the school district.

Hold Harmless Agreement:

CENTRAL UNION SCHOOL DISTRICT hereby agrees to the following:

1. **CENTRAL UNION SCHOOL DISTRICT** hereby releases, waives, discharges and covenants not to sue Western Camps, Inc dba Wonder Valley Outdoor Education Center, its directors, officers, shareholders, employees, and agents (hereinafter referred to as "releasees") from all liability to the school, its employees, students, agents, personal representatives, assigns, heirs, and next of kin for any loss or damage, and any claim or demands therefor on account of injury to person or property or resulting in death, except if caused by the gross negligence or willful misconduct of the releasees or otherwise while **CENTRAL UNION SCHOOL DISTRICT** or its employees, clients, agents, or representatives are in, upon, or about WCI's property.
2. **CENTRAL UNION SCHOOL DISTRICT** expressly agrees that the forgoing release and waiver is intended to be as broad and inclusive as is permitted by law of the State of California and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.
 - a. It is further mutually agreed between the parties that:
 - i. School shall not violate any city, county, or state law in or about the said premises.
 - ii. School shall not assign this agreement without written consent of WCI.
 - iii. This agreement is the product of joint negotiation and drafting. No provision herein will be construed against either party on the basis that a party drafted the language in question.
3. **CENTRAL UNION SCHOOL DISTRICT** acknowledges and agrees that it is providing its own chaperones and that **CENTRAL UNION SCHOOL DISTRICT** is solely responsible for the actions and omissions of the chaperones. Thus, **CENTRAL UNION SCHOOL DISTRICT** agrees to indemnify and hold Western Camps Inc harmless from and against all losses, costs, liability or expenses, including reasonable attorney's fees, that Western Camps Inc may occasion in regards to any action or omission by **CENTRAL UNION SCHOOL DISTRICT's** chaperones or by **CENTRAL UNION SCHOOL DISTRICT** in relation to its chaperones.

CENTRAL UNION SCHOOL DISTRICT has read and voluntarily signs this agreement and the incorporated release and waiver of liability and indemnity agreement, and further agrees that no oral representations, statements, or inducement inconsistent with the foregoing written agreement have been made.

Initials: TEA

Transportation:

Initials: TEA

CENTRAL UNION SCHOOL DISTRICT is responsible for transportation with adult supervision to and from WCI. The scheduled arrival time will be between 10:00AM-11:00AM, and buses should arrive on the day of departure between 8:30AM-9:30AM to allow sufficient time to be loaded and depart by 10:00AM.

Required Forms & Information:

Initials: TEA

CENTRAL UNION SCHOOL DISTRICT is responsible for the following:

1. All correspondence and/or other contact with parents of students including distribution of Health Forms, Release Forms, and Parent Orientation Packets provided by WCI.
2. Completion of Health & Release forms for every student & delivery of forms to WCI 14 days prior to arrival.
3. Completion of room assignments consisting of full names of assigned students & chaperones, not to exceed 10 occupants per room at least 14 days prior to arrival.
4. Certificate of Insurance naming Western Camps Inc as an additional insured on its liability policy with a minimum coverage of \$1,000,000

Cancellations:

Initials: TEa

Written cancellations received at least 120 days prior to check-in will be eligible for a refund of all monies paid less \$1,000. Any cancellation received less than 120 days prior to check-in will not be eligible for a refund and all payments made will be forfeited. All cancellations must be sent directly to your sales representative via mail or email.

Student Behavior and Facility Damage:

Initials: TEA

CENTRAL UNION SCHOOL DISTRICT agrees to take responsibility for behavior issues that may occur on behalf of their students while attending WCI. If a student violates the behavior policy of WCI and/or the attending school, administrators from WCI and the attending school may require a parent or guardian to remove their student. If the parent or guardian is unable to remove their student, a school official will be responsible for directly supervising that student for the duration of the stay.

WCI cannot be responsible for lost or stolen articles, and the school shall assume financial responsibility for any damage to the facilities as a result of student misconduct.

Act of God:


The attending school will not be responsible for any payments in the event the Outdoor Education program is unable to be performed as a result of an Act of God. For purposes of this provision, an "Act of God" is intended to mean any event outside human control, such as sudden natural disasters, for which no one can be held responsible. Examples include, but are not limited to, earthquake, natural disaster, severe weather conditions, flood, fire, strike, change to government regulation and/or existing law that would prohibit the event from occurring as planned. In the event the Outdoor Education program does not occur as a result of an Act of God, all monies paid toward the event can be rolled over to a future event date or shall be returned to the school.

Please ensure to initial indicated sections on all three pages to acknowledge understanding.

This Agreement may be modified or amended in whole or in part solely by an instrument in writing that is signed by a duly authorized agent or representative of both parties.

CENTRAL UNION SCHOOL DISTRICT acknowledges that it has read the foregoing and is in agreement with the services and terms as detailed in this Agreement.

In witness, whereof, the parties hereto have executed this Agreement with signature of a duly authorized representative.

Western Camps, Inc. By:  Sales Mgr 5-9-22
Signature Title Date

CENTRAL UNION SCHOOL DISTRICT By:  Superintendent 05/24/22
Signature Title Date
 Thomas Addington

Fiscal Position Report
 May 2022

Fund: 0100 General Fund

		May Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$14,485,725.26	\$14,485,725.26		
REVENUES						
1) LCFF Sources	8010-8099	\$1,014,882.29	\$15,320,881.73	\$17,470,040.00	87.70	12.30
2) Federal Revenues	8100-8299	\$230,121.00	\$10,125,491.13	\$9,978,597.63	101.47	(1.47)
3) Other State Revenues	8300-8599	(\$582,247.00)	\$1,520,486.49	\$2,812,217.00	54.07	45.93
4) Other Local Revenues	8600-8799	\$63,293.76	\$877,208.80	\$909,297.39	96.47	3.53
5) Total, Revenues		\$726,050.05	\$27,844,068.15	\$31,170,152.02	89.33	10.67
EXPENDITURES						
1) Certificated Salaries	1000-1999	\$1,117,739.82	\$11,654,147.72	\$12,798,125.03	91.06	8.94
2) Classified Salaries	2000-2999	\$344,165.18	\$3,621,259.64	\$4,002,513.57	90.47	9.53
3) Employee Benefits	3000-3999	\$580,296.59	\$5,991,462.03	\$8,831,000.46	67.85	32.15
4) Books and Supplies	4000-4999	\$26,365.64	\$1,011,030.92	\$1,408,311.77	71.79	28.21
5) Services, Oth Oper Exp	5000-5999	\$185,296.86	\$2,685,977.48	\$3,838,148.99	69.98	30.02
6) Capital Outlay	6000-6999	\$7,021.25	\$67,230.47	\$706,693.81	9.51	90.49
7) Other Outgo(excl. 7300`s)	7100-7499	\$7,143.00	\$72,223.00	\$317,637.00	22.74	77.26
9) Total Expenditures		\$2,268,028.34	\$25,103,331.26	\$31,902,430.63	78.69	21.31
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	\$0.00	\$4,017,472.56	\$4,303,182.00	93.36	6.64
B) Transfers Out	7610-7629	\$0.00	\$1,000,000.00	\$1,205,913.72	82.92	17.08
3) Contributions	8980-8999	\$0.00	\$0.00	\$0.00	0.00	100.00
4) Total, Other Financing Sources/Uses		\$0.00	\$3,017,472.56	\$3,097,268.28	91.08	8.92
NET INCREASE (DECREASE) IN FUND BALANCE		(\$1,541,978.29)	\$5,758,209.45	\$2,364,989.67		
ENDING FUND BALANCE			\$20,243,934.71	\$16,850,714.93		

Fiscal Position Report
 May 2022
 Unrestricted

Fund: 0100 General Fund

		May Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$13,543,730.41	\$13,543,730.41		
REVENUES						
1) LCFF Sources	8010-8099	\$1,014,882.29	\$15,320,881.73	\$17,470,040.00	87.70	12.30
2) Federal Revenues	8100-8299	\$160,000.00	\$8,860,981.46	\$7,717,161.76	114.82	(14.82)
3) Other State Revenues	8300-8599	\$0.00	\$274,616.00	\$336,140.00	81.70	18.30
4) Other Local Revenues	8600-8799	\$580.76	\$237,893.24	\$329,291.39	72.24	27.76
5) Total, Revenues		\$1,175,463.05	\$24,694,372.43	\$25,852,633.15	95.52	4.48
EXPENDITURES						
1) Certificated Salaries	1000-1999	\$1,026,143.26	\$10,709,074.34	\$11,054,131.60	96.88	3.12
2) Classified Salaries	2000-2999	\$303,020.82	\$3,127,554.90	\$3,433,809.11	91.08	8.92
3) Employee Benefits	3000-3999	\$532,351.24	\$5,494,603.29	\$6,645,783.60	82.68	17.32
4) Books and Supplies	4000-4999	\$15,906.35	\$757,098.76	\$509,225.45	148.68	(48.68)
5) Services, Oth Oper Exp	5000-5999	\$56,160.18	\$1,841,166.71	\$2,302,436.81	79.97	20.03
6) Capital Outlay	6000-6999	\$0.00	\$49,254.94	\$215,500.00	22.86	77.14
7) Other Outgo(excl. 7300`s)	7100-7499	\$7,143.00	\$72,223.00	\$78,485.00	92.02	7.98
9) Total Expenditures		\$1,940,724.85	\$22,050,975.94	\$24,239,371.57	90.97	9.03
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	\$0.00	\$4,017,472.56	\$4,303,182.00	93.36	6.64
B) Transfers Out	7610-7629	\$0.00	\$1,000,000.00	\$1,205,913.72	82.92	17.08
3) Contributions	8980-8999	\$0.00	\$0.00	(\$2,178,482.68)	0.00	100.00
4) Total, Other Financing Sources/Uses		\$0.00	\$3,017,472.56	\$918,785.60	150.65	(50.65)
NET INCREASE (DECREASE) IN FUND BALANCE		(\$765,261.80)	\$5,660,869.05	\$2,532,047.18		
ENDING FUND BALANCE			\$19,204,599.46	\$16,075,777.59		

Fiscal Position Report
 May 2022
 Restricted

Fund: 0100 General Fund

		May Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$941,994.85	\$941,994.85		
REVENUES						
2) Federal Revenues	8100-8299	\$70,121.00	\$1,264,509.67	\$2,261,435.87	55.92	44.08
3) Other State Revenues	8300-8599	(\$582,247.00)	\$1,245,870.49	\$2,476,077.00	50.32	49.68
4) Other Local Revenues	8600-8799	\$62,713.00	\$639,315.56	\$580,006.00	110.23	(10.23)
5) Total, Revenues		(\$449,413.00)	\$3,149,695.72	\$5,317,518.87	59.23	40.77
EXPENDITURES						
1) Certificated Salaries	1000-1999	\$91,596.56	\$945,073.38	\$1,743,993.43	54.19	45.81
2) Classified Salaries	2000-2999	\$41,144.36	\$493,704.74	\$568,704.46	86.81	13.19
3) Employee Benefits	3000-3999	\$47,945.35	\$496,858.74	\$2,185,216.86	22.74	77.26
4) Books and Supplies	4000-4999	\$10,459.29	\$253,932.16	\$899,086.32	28.24	71.76
5) Services, Oth Oper Exp	5000-5999	\$129,136.68	\$844,810.77	\$1,535,712.18	55.01	44.99
6) Capital Outlay	6000-6999	\$7,021.25	\$17,975.53	\$491,193.81	3.66	96.34
7) Other Outgo(excl. 7300's)	7100-7499	\$0.00	\$0.00	\$239,152.00	0.00	100.00
9) Total Expenditures		\$327,303.49	\$3,052,355.32	\$7,663,059.06	39.83	60.17
OTHER FINANCING SOURCES/USES						
1) Transfers						
B) Transfers Out	7610-7629	\$0.00	\$0.00	\$0.00	0.00	100.00
3) Contributions	8980-8999	\$0.00	\$0.00	\$2,178,482.68	0.00	100.00
4) Total, Other Financing Sources/Uses		\$0.00	\$0.00	\$2,178,482.68	0.00	100.00
NET INCREASE (DECREASE) IN FUND BALANCE		(\$776,716.49)	\$97,340.40	(\$167,057.51)		
ENDING FUND BALANCE			\$1,039,335.25	\$774,937.34		

Fiscal Position Report
 May 2022

Fund: 1300 Cafeteria Fund

		May Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$38,007.45	\$38,007.45		
REVENUES						
2) Federal Revenues	8100-8299	\$180,108.79	\$1,011,910.62	\$765,000.00	132.28	(32.28)
3) Other State Revenues	8300-8599	\$11,923.41	\$85,193.96	\$100,000.00	85.19	14.81
4) Other Local Revenues	8600-8799	\$25,586.60	\$40,439.46	\$306,000.00	13.22	86.78
5) Total, Revenues		\$217,618.80	\$1,137,544.04	\$1,171,000.00	97.14	2.86
EXPENDITURES						
2) Classified Salaries	2000-2999	\$40,974.66	\$473,095.69	\$490,502.00	96.45	3.55
3) Employee Benefits	3000-3999	\$17,618.93	\$196,645.60	\$242,889.00	80.96	19.04
4) Books and Supplies	4000-4999	\$0.00	\$437,243.96	\$434,735.67	100.58	(0.58)
5) Services, Oth Oper Exp	5000-5999	\$135.72	\$22,827.35	\$25,035.50	91.18	8.82
6) Capital Outlay	6000-6999	\$0.00	\$16,090.72	\$0.00	0.00	100.00
9) Total Expenditures		\$58,729.31	\$1,145,903.32	\$1,193,162.17	96.04	3.96
NET INCREASE (DECREASE) IN FUND BALANCE		\$158,889.49	(\$8,359.28)	(\$22,162.17)		
ENDING FUND BALANCE			\$29,648.17	\$15,845.28		

**Warrant Register For Warrants
Dated 05/06/2022**

5/6/2022 7:39:01AM

Warrant Number	Vendor Number	Vendor Name	Amount
12685509	2413	DENISE ALLVIN-BONO	\$255.04
12685510	2789	LAURIE ANDERSON	\$204.61
12685511	4758	BIG ORANGE SHAVED ICE	\$400.00
12685512	1920	CINDY CLARK	\$309.46
12685513	2440	MARCIELA DEATHRIAGE	\$85.05
12685514	296	DIVISION OF THE STATE ARCHITECT	\$3,521.25
12685515	4719	COLLEEN GODDARD	\$174.02
12685516	2241	ANNE GONZALES	\$215.38
12685517	4718	MICHELLE KING	\$151.78
12685518	565	CHRISTINA LUIS	\$30.07
12685519	3944	MARIELA OCHOA	\$82.58
12685520	725	PACIFIC GAS & ELECTRIC CO	\$1,927.03
12685521	4759	ANDREA POOLE	\$14.00
12685522	1487	POWERSCHOOL GROUP LLC	\$2,400.00
12685523	4108	JIM RICKARD	\$579.55
12685524	2038	CHRISTINE SANTOS	\$340.55
12685525	3624	CRYSTAL SHANNON-CUNNINGHAM	\$268.56
12685526	879	SISC III	\$242,795.87
12685527	1498	NICOLE SMYERS	\$296.14
12685528	4469	NICKOLAS STARNE	\$52.83
12685529	3871	STATE WATER RESOURCES CONTROL BD.	\$200.00
12685530	4760	DAVID TOSTE	\$32.37
12685531	4761	WELD INSPECTION & CERTIFICATION INC	\$2,640.00
Total Amount of All Warrants:			\$256,976.14



Commercial Payment Register For Payments Dated: 05/06/2022

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12685509	2413	ALLVIN-BONO, DENISE	PV - 23950	0100-0000-0-1110-1000-430001-915-00-0000	Unrestricted Resources	Instructional Materials/Classroom	\$255.04
Total For Fund Number: 0100							\$255.04
Total Amount of Payment:							\$255.04
12685510	2789	ANDERSON, LAURIE	PV - 23948	0100-0000-0-1110-1000-430001-833-00-0000	Unrestricted Resources	Instructional Materials/Classroom	\$13.41
			PV - 23949	0100-0000-0-1110-1000-430001-833-00-0000	Unrestricted Resources	Instructional Materials/Classroom	\$191.20
Total For Fund Number: 0100							\$204.61
Total Amount of Payment:							\$204.61
12685511	4758	BIG ORANGE SHAVED ICE	PO - 24116	0100-1100-0-1110-1000-580000-222-00-0000	State Lottery	Other Services and Operating Expenditures	\$400.00
Total For Fund Number: 0100							\$400.00
Total Amount of Payment:							\$400.00
12685512	1920	CLARK, CINDY	PV - 23970	0100-1100-0-1110-1000-430001-424-00-0000	State Lottery	Instructional Materials/Classroom	\$9.46
			PV - 23952	0100-0000-0-1110-1000-430001-837-00-0000	Unrestricted Resources	Instructional Materials/Classroom	\$4.63
			PV - 23953	0100-0000-0-1110-1000-430001-837-00-0000	Unrestricted Resources	Instructional Materials/Classroom	\$295.37
Total For Fund Number: 0100							\$309.46
Total Amount of Payment:							\$309.46
12685513	2440	DEATHRIAGE, MARCIELA	PV - 23951	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$85.05
Total For Fund Number: 0100							\$85.05
Total Amount of Payment:							\$85.05
12685514	296	DIVISION OF THE STATE ARC	PV - 23971	0100-3212-0-0000-8500-620000-525-00-7588	Elementary & Secondary School Emergency Relief II (ESSER II)	Buildings and Improvement of Buildings	\$3,521.25
Total For Fund Number: 0100							\$3,521.25
Total Amount of Payment:							\$3,521.25
12685515	4719	GODDARD, COLLEEN	PV - 23954	0100-0000-0-1110-1000-430001-801-00-0000	Unrestricted Resources	Instructional Materials/Classroom	\$174.02
Total For Fund Number: 0100							\$174.02
Total Amount of Payment:							\$174.02
12685516	2241	GONZALES, ANNE	PV - 23955	0100-1100-0-1110-1000-430000-323-00-0000	State Lottery	Materials and Supplies	\$215.38
Total For Fund Number: 0100							\$215.38
Total Amount of Payment:							\$215.38
12685517	4718	KING, MICHELLE	PV - 23968	0100-0038-0-1110-1000-430000-424-00-0000	Donations	Materials and Supplies	\$151.78
Total For Fund Number: 0100							\$151.78
Total Amount of Payment:							\$151.78
12685518	565	LUIS, CHRISTINA	PV - 23969	0100-0050-0-0000-7700-520003-121-00-0000	Classroom Standards	Mileage-Other	\$30.07
Total For Fund Number: 0100							\$30.07
Total Amount of Payment:							\$30.07
12685519	3944	OCHOA, MARIELA	PV - 23956	0100-0000-0-1110-1000-430001-818-00-0000	Unrestricted Resources	Instructional Materials/Classroom	\$82.58

Commercial Payment Register
For Payments Dated: 05/06/2022

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - LI - L2	Resource	Object	Amount
Total For Fund Number: 0100							\$82.58
Total Amount of Payment:							\$82.58
12685520	725	PACIFIC GAS & ELECTRIC CC	PO - 23114	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	\$34.64
			PO - 23114	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	\$26.28
			PO - 23114	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	\$65.79
			PO - 23114	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	\$26.28
			PO - 23902	0100-0000-0-1110-8200-550020-120-00-0000	Unrestricted Resources	Electricity	\$26.28
			PO - 23902	0100-0000-0-1110-8200-550020-120-00-0000	Unrestricted Resources	Electricity	\$516.63
			PO - 23902	0100-0000-0-1110-8200-550020-120-00-0000	Unrestricted Resources	Electricity	\$1,081.75
			PO - 23902	0100-0000-0-1110-8200-550020-323-00-0000	Unrestricted Resources	Electricity	\$71.53
			PO - 23902	0100-0000-0-1110-8200-550020-323-00-0000	Unrestricted Resources	Electricity	\$26.28
			PO - 23902	0100-0000-0-1110-8200-550020-323-00-0000	Unrestricted Resources	Electricity	\$26.93
			PO - 23902	0100-0000-0-1110-8200-550020-222-00-0000	Unrestricted Resources	Electricity	\$24.64
Total For Fund Number: 0100							\$1,927.03
Total Amount of Payment:							\$1,927.03
12685521	4759	POOLE, ANDREA	PV - 23957	0100-0000-0-0000-7490-580060-121-00-0000	Unrestricted Resources	Prof. Serv. & Oper. Exp. -Fingerprinting	\$14.00
Total For Fund Number: 0100							\$14.00
Total Amount of Payment:							\$14.00
12685522	1487	POWERSCHOOL GROUP LLC	PO - 24027	0100-3213-0-0000-7410-580022-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Professional Development	\$2,400.00
Total For Fund Number: 0100							\$2,400.00
Total Amount of Payment:							\$2,400.00
12685523	4108	RICKARD, JIM	PV - 23958	0100-0000-0-1110-1000-430001-811-00-0000	Unrestricted Resources	Instructional Materials/Classroom	\$550.00
			PV - 23958	0100-1100-0-1110-1000-430000-424-00-1156	State Lottery	Materials and Supplies	\$29.55
Total For Fund Number: 0100							\$579.55
Total Amount of Payment:							\$579.55
12685524	2038	SANTOS, CHRISTINE	PV - 23959	0100-1100-0-1110-1000-430000-323-00-0000	State Lottery	Materials and Supplies	\$340.55
Total For Fund Number: 0100							\$340.55
Total Amount of Payment:							\$340.55
12685525	3624	SHANNON-CUNNINGHAM, C	PV - 23960	0100-0000-0-1110-1000-430001-836-00-0000	Unrestricted Resources	Instructional Materials/Classroom	\$268.56
Total For Fund Number: 0100							\$268.56
Total Amount of Payment:							\$268.56
12685526	879	SISC III	PV - 23972	0100-0000-0-0000-0000-951400-000-00-0000	Unrestricted Resources	Health and Welfare	\$8,319.20

Commercial Payment Register For Payments Dated: 05/06/2022

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12685526	879	SISC III	PV - 23973	0100-0000-0-0000-0000-951400-000-00-0000	Unrestricted Resources	Health and Welfare	\$15,567.90
			PV - 23974	0100-0000-0-0000-7100-340100-121-00-0000	Unrestricted Resources	Health & Welfare Benefits, certificated	\$8,620.50
			PV - 23975	0100-0000-0-0000-0000-951400-000-00-0000	Unrestricted Resources	Health and Welfare	\$173,616.77
			PV - 23976	0100-0000-0-1110-1000-370100-122-00-0000	Unrestricted Resources	Retiree Benefits, certificated	\$27,362.10
			PV - 23977	0100-0000-0-0000-7490-370200-122-00-0000	Unrestricted Resources	Retiree Benefits, classified	\$4,512.70
						Total For Fund Number: 0100	\$237,999.17
12685526	879	SISC III	PV - 23978	1300-0000-0-0000-0000-951400-000-00-0000	Unrestricted Resources	Health and Welfare	\$4,796.70
						Total Amount of Payment:	\$242,795.87
12685527	1498	SMYERS, NICOLE	PV - 23961	0100-0000-0-1110-1000-430001-823-00-0000	Unrestricted Resources	Instructional Materials/Classroom	\$42.86
			PV - 23962	0100-0000-0-1110-1000-430001-823-00-0000	Unrestricted Resources	Instructional Materials/Classroom	\$140.68
			PV - 23962	0100-1100-0-1110-1000-430001-424-00-0000	State Lottery	Instructional Materials/Classroom	\$112.60
						Total For Fund Number: 0100	\$296.14
						Total Amount of Payment:	\$296.14
12685528	4469	STARNE, NICKOLAS	PV - 23967	0100-0050-0-0000-7700-520003-121-00-0000	Classroom Standards	Mileage-Other	\$52.83
						Total Amount of Payment:	\$52.83
12685529	3871	STATE WATER RESOURCES C	PV - 23966	3500-7710-0-0000-8100-650000-525-00-7586	OPSC School Facilities Bond Projects	Equipment Replacement	\$200.00
						Total Amount of Payment:	\$200.00
12685530	4760	TOSTE, DAVID	PV - 23963	0100-0050-0-0000-7700-520003-121-00-0000	Classroom Standards	Mileage-Other	\$18.37
			PV - 23964	0100-0000-0-0000-7490-580060-121-00-0000	Unrestricted Resources	Prof. Serv. & Oper. Exp. -Fingerprinting	\$14.00
						Total For Fund Number: 0100	\$32.37
						Total Amount of Payment:	\$32.37
12685531	4761	WELD INSPECTION & CERTII	PV - 23965	1400-8150-0-0000-8500-640000-121-00-0000	Ongoing & Major Maint. Acct.	Equipment	\$2,640.00
						Total Amount of Payment:	\$2,640.00

School District Payment Order

District Name: **Central Union Elementary School District**

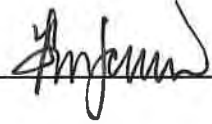
As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

	Warrants	23	\$256,976.14
	Credit Card Payments	0	
Grand Total for Payments Dated:	05/06/2022		\$256,976.14

Authorized Officer/Employee

Or

Board Members *



* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval

By _____ Date _____

This order must be returned to KCOE prior to distribution of payments.

Warrant Register For Warrants Dated 05/11/2022

Warrant Number	Vendor Number	Vendor Name	Amount
12685913	2570	ACP DIRECT	\$467.93
12685914	4259	VANESSA AGUINIGA	\$66.92
12685915	4092	AMERICAN BUSINESS MACHINES	\$315.67
12685916	2703	AT&T	\$2,572.35
12685917	2796	AT&T	\$781.06
12685918	4350	GUADALUPE AVALOS CHAVEZ	\$4,660.00
12685919	111	BILLINGSLEY TIRE INC	\$25.00
12685920	1751	CDW-G	\$556.63
12685921	4764	LISA DIAZ	\$12.83
12685922	3342	ENFINITY	\$26,243.94
12685923	1875	ENVIROCLEAN	\$1,246.25
12685924	3941	FURTADO WELDING AND INDUSTRIAL SUPPL	\$45.14
12685925	2241	ANNE GONZALES	\$2,000.76
12685926	417	CHRISTINA GONZALES	\$604.74
12685927	4085	RICARDO GONZALEZ	\$150.00
12685928	473	HOME DEPOT	\$890.42
12685929	4358	HOME DEPOT PRO	\$1,876.84
12685930	542	KINGS CO OFFICE OF EDUCATION	\$11,113.94
12685931	4763	KM PRODUCTIONS MOBILE DJ CO	\$450.00
12685932	572	LEMOORE AUTO SUPPLY	\$50.68
12685933	575	LEMOORE HARDWARE	\$499.25
12685934	578	LEMOORE UNION HIGH SCHOOL	\$2,510.16
12685935	4720	LINDE GAS & EQUIPMENT INC	\$89.11
12685936	3537	MID VALLEY DISPOSAL	\$1,127.72
12685937	642	MILLER'S RENTALAND INC.	\$1,087.57
12685938	4157	CHRISTINA MUNOZ	\$15.21
12685939	3570	NUTRIEN AG SOLUTIONS	\$333.93
12685940	2616	SCHOOL NURSE SUPPLY INC.	\$701.42
12685941	847	SCHOOLMATE	\$612.50
12685942	4697	DAVINDER SIDHU	\$89.00
12685943	915	STRATFORD AUTO SUPPLY	\$48.03
12685944	4701	THRIVING YOUNIVERSITY	\$2,000.00
12685945	1687	JUDITH A. TUBBS	\$111.36
12685946	4725	SILVIA VILLEGAS-CADENA	\$1,402.00
12685947	1013	WEST VALLEY SUPPLY	\$495.57
12685948	2322	LANE WILCOX	\$109.80

Total Amount of All Warrants:

\$65,363.73

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Commercial Payment Register For Payments Dated: 05/11/2022

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - LI - L2	Resource	Object	Amount
12685913	2570	ACP DIRECT	PO - 24053	0100-1100-0-1110-1000-430000-323-00-0000	State Lottery	Materials and Supplies	\$467.93
Total For Fund Number: 0100							\$467.93
Total Amount of Payment:							\$467.93
12685914	4259	AGUINIGA, VANESSA	PV - 23979	0100-0000-0-1110-3120-520003-121-00-0000	Unrestricted Resources	Mileage-Other	\$66.92
Total For Fund Number: 0100							\$66.92
Total Amount of Payment:							\$66.92
12685915	4092	AMERICAN BUSINESS MACH	PV - 23980	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$15.00
			PV - 23981	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$15.00
			PV - 23982	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$15.00
			PV - 23983	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$15.00
			PO - 24036	0100-0000-0-1110-1000-430000-525-00-0000	Unrestricted Resources	Materials and Supplies	\$255.67
Total For Fund Number: 0100							\$315.67
Total Amount of Payment:							\$315.67
12685916	2703	AT&T	PO - 23125	0100-0000-0-1110-8200-590010-323-00-0000	Unrestricted Resources	Communications - Telephone	\$705.92
			PO - 23125	0100-0000-0-1110-8200-590010-222-00-0000	Unrestricted Resources	Communications - Telephone	\$839.36
			PO - 23125	0100-0000-0-1110-8200-590010-424-00-0000	Unrestricted Resources	Communications - Telephone	\$564.82
			PO - 23125	0100-0000-0-1110-8200-590010-525-00-0000	Unrestricted Resources	Communications - Telephone	\$462.25
Total For Fund Number: 0100							\$2,572.35
Total Amount of Payment:							\$2,572.35
12685917	2796	AT&T	PO - 23124	0100-0000-0-0000-7200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	\$35.15
			PO - 23124	0100-0000-0-1110-8200-590010-424-00-0000	Unrestricted Resources	Communications - Telephone	\$55.80
			PO - 23124	0100-0000-0-1110-8200-590010-525-00-0000	Unrestricted Resources	Communications - Telephone	\$71.19
			PO - 23124	0100-0000-0-1110-8200-590010-222-00-0000	Unrestricted Resources	Communications - Telephone	\$50.73
			PO - 23124	0100-0000-0-0000-8200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	\$342.70
			PO - 23124	0100-0000-0-0000-8200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	\$225.49
Total For Fund Number: 0100							\$781.06
Total Amount of Payment:							\$781.06
12685918	4350	AVALOS CHAVEZ, GUADALU	PO - 23627	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	\$220.00
			PO - 23627	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	\$1,650.00
			PO - 23627	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	\$2,040.00

Commercial Payment Register For Payments Dated: 05/11/2022

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12685918	4350	AVALOS CHAVEZ, GUADALU	PO - 23627	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	\$750.00
Total For Fund Number: 0100							\$4,660.00
Total Amount of Payment:							\$4,660.00
12685919	111	BILLINGSLEY TIRE INC	PO - 23920	0100-8150-0-0000-8100-430011-120-00-0000	Ongoing & Major Maint. Acct.	Vehicle Repair Supplies	\$25.00
Total For Fund Number: 0100							\$25.00
Total Amount of Payment:							\$25.00
12685920	1751	CDW-G	PO - 23890	0100-1100-0-1110-1000-440000-323-00-0000	State Lottery	Equipment-Non Depreciated	\$556.63
Total For Fund Number: 0100							\$556.63
Total Amount of Payment:							\$556.63
12685921	4764	DIAZ, LISA	PV - 24003	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$12.83
Total For Fund Number: 0100							\$12.83
Total Amount of Payment:							\$12.83
12685922	3342	ENFINITY	PO - 23118	0100-0000-0-1110-8200-550020-222-00-0000	Unrestricted Resources	Electricity	\$10,346.50
			PO - 23118	0100-0000-0-1110-8200-550020-323-00-0000	Unrestricted Resources	Electricity	\$9,461.24
			PO - 23118	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	\$6,436.20
Total For Fund Number: 0100							\$26,243.94
Total Amount of Payment:							\$26,243.94
12685923	1875	ENVIROCLEAN	CM - 23087	0100-0000-0-1110-8200-430012-222-00-0000	Unrestricted Resources	Custodian Supplies	-\$47.19
			CM - 23087	0100-0000-0-1110-8200-430012-323-00-0000	Unrestricted Resources	Custodian Supplies	-\$47.19
			CM - 23087	0100-0000-0-1110-8200-430012-424-00-0000	Unrestricted Resources	Custodian Supplies	-\$47.19
			CM - 23087	0100-0000-0-1110-8200-430012-525-00-0000	Unrestricted Resources	Custodian Supplies	-\$47.19
			PO - 23976	0100-0000-0-1110-8200-430012-222-00-0000	Unrestricted Resources	Custodian Supplies	\$478.34
			PO - 23976	0100-0000-0-1110-8200-430012-424-00-0000	Unrestricted Resources	Custodian Supplies	\$478.34
			PO - 23976	0100-0000-0-1110-8200-430012-525-00-0000	Unrestricted Resources	Custodian Supplies	\$478.33
Total For Fund Number: 0100							\$1,246.25
Total Amount of Payment:							\$1,246.25
12685924	3941	FURTADO WELDING AND INI	PO - 23137	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$22.94
			PO - 23137	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$22.20
Total For Fund Number: 0100							\$45.14
Total Amount of Payment:							\$45.14
12685925	2241	GONZALES, ANNE	PV - 24007	0100-7210-0-1110-1000-420000-323-00-0000	American Indian Education	Books Other Than Textbooks	\$2,000.76
Total For Fund Number: 0100							\$2,000.76
Total Amount of Payment:							\$2,000.76

Commercial Payment Register For Payments Dated: 05/11/2022

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12685926	417	GONZALES, CHRISTINA	PO - 24054	0100-1100-0-1110-2700-430000-525-00-0000	State Lottery	Materials and Supplies	\$192.06
			PO - 24021	0100-1100-0-1110-2700-430000-525-00-0000	State Lottery	Materials and Supplies	\$412.68
Total For Fund Number: 0100							\$604.74
Total Amount of Payment:							\$604.74
12685927	4085	GONZALEZ, RICARDO	PV - 23984	0100-1100-0-1110-1000-580000-424-00-0000	State Lottery	Other Services and Operating Expenditures	\$150.00
			Total For Fund Number: 0100				
Total Amount of Payment:							\$150.00
12685928	473	HOME DEPOT	PV - 23996	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$164.30
			PV - 23996	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$118.34
			PV - 23997	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$303.12
			PV - 23994	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$40.91
			PV - 23994	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$40.92
			PV - 23995	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$81.83
			PV - 23995	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$81.83
			PV - 23996	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$59.17
Total For Fund Number: 0100							\$890.42
Total Amount of Payment:							\$890.42
12685929	4358	HOME DEPOT PRO	PV - 23998	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$12.83
			PV - 23999	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$127.63
			PV - 24000	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$18.18
			PV - 24001	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$75.53
			PO - 23140	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$79.37
			PO - 23140	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$657.40
			PO - 23140	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$3.73
			PO - 23140	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$85.67
			PO - 23140	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$15.63
			PO - 23140	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$192.86
			PO - 23140	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$85.62
			PO - 23140	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$53.17
			PO - 23140	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$6.61
			PO - 23140	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$11.21
			PO - 23140	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$264.09
			PO - 23140	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$18.17

Commercial Payment Register For Payments Dated: 05/11/2022

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12685929	4358	HOME DEPOT PRO	PO - 23140	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$57.64
			PO - 23140	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$30.78
			PO - 23140	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$12.31
			PO - 23140	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$57.16
			PO - 23140	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$11.25
						Total For Fund Number: 0100	<u>\$1,876.84</u>
						Total Amount of Payment:	<u><u>\$1,876.84</u></u>
12685930	542	KINGS CO OFFICE OF EDUCATION	PO - 23629	0100-6500-0-5760-1110-580004-121-00-0000	Special Education	Contract w/County Schools	\$11,015.94
			PV - 24002	0100-0000-0-0000-7490-580060-121-00-0000	Unrestricted Resources	Prof. Serv. & Oper. Exp. -Fingerprinting	\$98.00
						Total For Fund Number: 0100	<u>\$11,113.94</u>
						Total Amount of Payment:	<u><u>\$11,113.94</u></u>
12685931	4763	KM PRODUCTIONS MOBILE 1	PV - 24004	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$450.00
						Total For Fund Number: 0100	<u>\$450.00</u>
						Total Amount of Payment:	<u><u>\$450.00</u></u>
12685932	572	LEMOORE AUTO SUPPLY	PO - 23147	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$50.68
						Total For Fund Number: 0100	<u>\$50.68</u>
						Total Amount of Payment:	<u><u>\$50.68</u></u>
12685933	575	LEMOORE HARDWARE	PV - 24006	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$30.01
			PV - 23991	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$130.41
			PV - 23992	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$6.20
			PV - 23993	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$9.04
			PO - 23148	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$98.54
			PO - 23148	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$63.93
			PO - 23148	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$30.87
			PO - 23148	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$12.32
			PO - 23148	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$4.91
			PO - 23148	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$36.84
						Total For Fund Number: 0100	<u>\$499.25</u>
						Total Amount of Payment:	<u><u>\$499.25</u></u>
12685934	578	LEMOORE UNION HIGH SCHOOL	PV - 23985	0100-1100-0-1110-1000-580007-222-00-1135	State Lottery	Transportation/not School	\$1,281.98
			PV - 23985	0100-1100-0-1110-1000-580007-424-00-1135	State Lottery	Transportation/not School	\$755.10
			PV - 23985	0100-1100-0-1110-1000-580007-525-00-1135	State Lottery	Transportation/not School	\$276.58

Commercial Payment Register For Payments Dated: 05/11/2022

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12685934	578	LEMOORE UNION HIGH SCH	PO - 24008	0100-1100-0-1110-1000-580007-323-00-1135	State Lottery	Transportation/not School	\$196.50
Total For Fund Number: 0100							\$2,510.16
Total Amount of Payment:							\$2,510.16
12685935	4720	LINDE GAS & EQUIPMENT IN	PO - 23694	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$44.55
			PO - 23694	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$44.56
Total For Fund Number: 0100							\$89.11
Total Amount of Payment:							\$89.11
12685936	3537	MID VALLEY DISPOSAL	PO - 23986	0100-0000-0-1110-8200-550050-120-00-0000	Unrestricted Resources	Garbage	\$102.00
			PO - 23986	0100-0000-0-1110-8200-550050-525-00-0000	Unrestricted Resources	Garbage	\$617.72
			PO - 23104	0100-0000-0-1110-8200-550050-323-00-0000	Unrestricted Resources	Garbage	\$408.00
Total For Fund Number: 0100							\$1,127.72
Total Amount of Payment:							\$1,127.72
12685937	642	MILLER'S RENTALAND INC.	PV - 23988	0100-8150-0-0000-8100-560000-424-00-0000	Ongoing & Major Maint. Acct.	Rentals, Leases, Repairs and Noncapitalized Improvements	\$848.32
			PV - 23989	0100-8150-0-0000-8100-560000-424-00-0000	Ongoing & Major Maint. Acct.	Rentals, Leases, Repairs and Noncapitalized Improvements	\$54.00
			PV - 23990	0100-8150-0-0000-8100-560000-120-00-0000	Ongoing & Major Maint. Acct.	Rentals, Leases, Repairs and Noncapitalized Improvements	\$28.57
			PO - 23155	0100-8150-0-0000-8100-560000-424-00-0000	Ongoing & Major Maint. Acct.	Rentals, Leases, Repairs and Noncapitalized Improvements	\$156.68
Total For Fund Number: 0100							\$1,087.57
Total Amount of Payment:							\$1,087.57
12685938	4157	MUNOZ, CHRISTINA	PV - 23986	0100-0315-0-1110-1000-520003-031-13-0000	Tier III, Professional Development Block Grant	Mileage-Other	\$15.21
Total For Fund Number: 0100							\$15.21
Total Amount of Payment:							\$15.21
12685939	3570	NUTRIEN AG SOLUTIONS	PO - 24056	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$333.93
Total For Fund Number: 0100							\$333.93
Total Amount of Payment:							\$333.93
12685940	2616	SCHOOL NURSE SUPPLY INC	PO - 23995	0100-0000-0-1110-3140-430004-121-00-0000	Unrestricted Resources	Medical Supplies	\$701.42
Total For Fund Number: 0100							\$701.42
Total Amount of Payment:							\$701.42
12685941	847	SCHOOLMATE	PO - 24049	0100-1100-0-1110-1000-430000-323-00-0000	State Lottery	Materials and Supplies	\$612.50
Total For Fund Number: 0100							\$612.50
Total Amount of Payment:							\$612.50
12685942	4697	SIDHU, DAVINDER	PO - 23382	0100-0000-0-0000-2110-530000-121-00-0000	Unrestricted Resources	Dues and Memberships	\$89.00
Total For Fund Number: 0100							\$89.00

Commercial Payment Register
For Payments Dated: 05/11/2022

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
Total Amount of Payment:							\$89.00
12685943	915	STRATFORD AUTO SUPPLY	PO - 23682	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$14.5
			PO - 23682	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$12.81
			PO - 23682	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$18.09
			PO - 23580	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$15.68
Total For Fund Number: 0100							\$48.03
Total Amount of Payment:							\$48.03
12685944	4701	THRIVING YOUNIVERSITY	PO - 23401	0100-3213-0-0000-7410-580022-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Professional Development	\$2,000.00
Total For Fund Number: 0100							\$2,000.00
Total Amount of Payment:							\$2,000.00
12685945	1687	TUBBS, JUDITH A,	PV - 23987	0100-0000-0-1110-1000-430001-931-00-0000	Unrestricted Resources	Instructional Materials/Classroom	\$111.36
Total For Fund Number: 0100							\$111.36
Total Amount of Payment:							\$111.36
12685946	4725	VILLEGAS-CADENA, SILVIA	PO - 23626	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	\$330.00
			PO - 23626	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	\$330.00
			PO - 23626	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	\$412.00
			PO - 23626	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	\$330.00
Total For Fund Number: 0100							\$1,402.00
Total Amount of Payment:							\$1,402.00
12685947	1013	WEST VALLEY SUPPLY	PO - 23153	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$16.09
			PO - 23153	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$263.44
			PO - 23153	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$205.37
			PO - 23153	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$10.67
Total For Fund Number: 0100							\$495.57
Total Amount of Payment:							\$495.57
12685948	2322	WILCOX, LANE	PV - 24005	0100-0000-0-1110-1000-430001-921-00-0000	Unrestricted Resources	Instructional Materials/Classroom	\$27.53
			PV - 24005	0100-0000-0-1110-1000-430001-935-00-0000	Unrestricted Resources	Instructional Materials/Classroom	\$82.27
Total For Fund Number: 0100							\$109.80

Commercial Payment Register
For Payments Dated: 05/11/2022

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
Total Amount of Payment:							<u>\$109.80</u>

School District Payment Order

District Name: **Central Union Elementary School District**

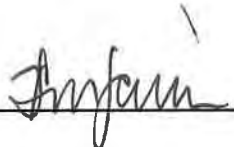
As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

	Warrants	36	\$65,363.73
	Credit Card Payments	0	
Grand Total for Payments Dated:		05/11/2022	\$65,363.73

Authorized Officer/Employee

Or

Board Members *



* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval	
By _____	Date _____

This order must be returned to KCOE prior to distribution of payments.

**Warrant Register For Warrants
Dated 05/13/2022**

Warrant Number	Vendor Number	Vendor Name	Amount
12686042	4092	AMERICAN BUSINESS MACHINES	\$15.00
12686043	3926	AMERICAN STEAMWAY INC	\$109.58
12686044	146	BUDDY'S TROPHIES & ADV. SPEC.	\$2,034.00
12686045	4202	CALIFORNIA CONSULTING INC.	\$3,500.00
12686046	4764	LISA DIAZ	\$138.35
12686047	2864	DIGITECH INTEGRATION INC.	\$734.66
12686048	1670	FIRST CLASS PEST CONTROL	\$284.00
12686049	2241	ANNE GONZALES	\$269.12
12686050	471	HOLT LUMBER INC.	\$56.51
12686051	4358	HOME DEPOT PRO	\$76.91
12686052	2926	IMAGESTUFF.COM	\$27.92
12686053	4729	JSN BACKFLOW SERVICES	\$4,103.15
12686054	552	KINGS WASTE & RECYCLING AUTHRTY	\$194.00
12686055	1347	MARCY LYNN LAWSON	\$138.35
12686056	2886	LOWE'S	\$179.98
12686057	3006	MEDALLION SUPPLY INC.	\$107.25
12686058	207	NICK CHAMPI ENTERPRISES INC.	\$660.63

Total Amount of All Warrants:**\$12,629.41**

Commercial Payment Register For Payments Dated: 05/13/2022

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - LI - L2	Resource	Object	Amount
12686042	4092	AMERICAN BUSINESS MACH	PV - 24011	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$15.00
Total For Fund Number: 0100							\$15.00
Total Amount of Payment:							\$15.00
12686043	3926	AMERICAN STEAMWAY INC	PO - 24130	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$109.58
Total For Fund Number: 0100							\$109.58
Total Amount of Payment:							\$109.58
12686044	146	BUDDY'S TROPHIES & ADV. S	PO - 23019	0100-0000-0-0000-7100-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$2,034.00
Total For Fund Number: 0100							\$2,034.00
Total Amount of Payment:							\$2,034.00
12686045	4202	CALIFORNIA CONSULTING II	PO - 23018	0100-0000-0-0000-7200-580000-121-00-0000	Unrestricted Resources	Other Services and Operating Expenditures	\$3,500.00
Total For Fund Number: 0100							\$3,500.00
Total Amount of Payment:							\$3,500.00
12686046	4764	DIAZ, LISA	PV - 24008	0100-1100-0-1110-2700-430000-222-00-0000	State Lottery	Materials and Supplies	\$138.35
Total For Fund Number: 0100							\$138.35
Total Amount of Payment:							\$138.35
12686047	2864	DIGITECH INTEGRATION INC	PO - 24132	0100-8150-0-0000-8100-560009-222-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	\$734.66
Total For Fund Number: 0100							\$734.66
Total Amount of Payment:							\$734.66
12686048	1670	FIRST CLASS PEST CONTROL	PV - 24013	0100-0000-0-1110-8200-550070-525-00-0000	Unrestricted Resources	Pest Control	\$46.00
			PV - 24014	0100-0026-0-8100-5900-580008-520-00-0000	Local Project	Other Contract Expenses	\$46.00
			PO - 23371	0100-0000-0-1110-8200-550070-424-00-0000	Unrestricted Resources	Pest Control	\$46.00
			PO - 23371	0100-0000-0-0000-8200-550070-121-00-0000	Unrestricted Resources	Pest Control	\$54.00
			PO - 23371	0100-0000-0-1110-8200-550070-323-00-0000	Unrestricted Resources	Pest Control	\$45.00
			PO - 23371	0100-0000-0-1110-8200-550070-222-00-0000	Unrestricted Resources	Pest Control	\$47.00
Total For Fund Number: 0100							\$284.00
Total Amount of Payment:							\$284.00
12686049	2241	GONZALES, ANNE	PV - 24009	0100-1100-0-0000-2700-430000-323-00-0000	State Lottery	Materials and Supplies	\$269.12
Total For Fund Number: 0100							\$269.12
Total Amount of Payment:							\$269.12
12686050	471	HOLT LUMBER INC.	PV - 24015	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$56.51
Total For Fund Number: 0100							\$56.51
Total Amount of Payment:							\$56.51
12686051	4358	HOME DEPOT PRO	PO - 23140	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$3.85
			PO - 23140	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$36.60

Commercial Payment Register For Payments Dated: 05/13/2022

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12686051	4358	HOME DEPOT PRO	PO - 23140	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$27.46
			PO - 23140	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$9.00
Total For Fund Number: 0100							<u>\$76.91</u>
Total Amount of Payment:							<u>\$76.91</u>
12686052	2926	IMAGESTUFF.COM	PO - 24100	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	\$27.92
Total For Fund Number: 0100							<u>\$27.92</u>
Total Amount of Payment:							<u>\$27.92</u>
12686053	4729	JSN BACKFLOW SERVICES	PO - 24014	0100-8150-0-0000-8100-560009-525-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	\$4,103.15
Total For Fund Number: 0100							<u>\$4,103.15</u>
Total Amount of Payment:							<u>\$4,103.15</u>
12686054	552	KINGS WASTE & RECYCLINC	PV - 24016	0100-8150-0-0000-8100-580000-424-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	\$19.20
			PV - 24017	0100-8150-0-0000-8100-580000-424-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	\$15.60
			PV - 24018	0100-8150-0-0000-8100-580000-424-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	\$22.40
			PV - 24019	0100-8150-0-0000-8100-580000-424-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	\$16.40
			PV - 24020	0100-8150-0-0000-8100-580000-424-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	\$18.40
			PV - 24021	0100-8150-0-0000-8100-580000-424-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	\$20.00
			PV - 24022	0100-8150-0-0000-8100-580000-424-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	\$34.00
			PV - 24023	0100-8150-0-0000-8100-580000-424-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	\$20.00
			PV - 24024	0100-8150-0-0000-8100-580000-424-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	\$28.00
Total For Fund Number: 0100							<u>\$194.00</u>
Total Amount of Payment:							<u>\$194.00</u>
12686055	1347	LAWSON, MARCY LYNN	PV - 24010	0100-1100-0-1110-2700-430000-222-00-0000	State Lottery	Materials and Supplies	\$138.35
Total For Fund Number: 0100							<u>\$138.35</u>
Total Amount of Payment:							<u>\$138.35</u>
12686056	2886	LOWE'S	PO - 23649	0100-8150-0-0000-8100-430000-120-00-0000	Ongoing & Major Maint. Acct.	Materials and Supplies	\$179.98
Total For Fund Number: 0100							<u>\$179.98</u>
Total Amount of Payment:							<u>\$179.98</u>
12686057	3006	MEDALLION SUPPLY INC.	PO - 24123	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$107.25
Total For Fund Number: 0100							<u>\$107.25</u>
Total Amount of Payment:							<u>\$107.25</u>

Commercial Payment Register For Payments Dated: 05/13/2022

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12686058	207	NICK CHAMPI ENTERPRISES	PO - 24124	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$495.21
			PO - 24124	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$46.07
			PO - 24124	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$119.35
						Total For Fund Number: 0100	\$660.63
						Total Amount of Payment:	\$660.63

School District Payment Order

District Name: **Central Union Elementary School District**


As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

Warrants	17	\$12,629.41
Credit Card Payments	0	
Grand Total for Payments Dated: 05/13/2022		\$12,629.41

Authorized Officer/Employee

Or

Board Members *



* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval

By _____ Date _____

This order must be returned to KCOE prior to distribution of payments.

Warrant Register For Warrants Dated 05/25/2022

Warrant Number	Vendor Number	Vendor Name	Amount
12686887	4568	ARAMARK UNIFORM & CAREER APPAREL GR	\$2,445.85
12686888	4696	BUDDY'S TROPHIES	\$65.96
12686889	3288	CALIFORNIA BUSINESS MACHINES	\$1,413.67
12686890	4314	CANON FINANCIAL SERVICES INC	\$5,059.42
12686891	186	STACY CARDOZA	\$7.74
12686892	2661	DASSEL'S PETROLEUM	\$2,589.00
12686893	4562	DC INSPECTIONS INC	\$665.00
12686894	2640	DARIN DENNEY	\$43.88
12686895	4762	GEMPLER'S INC	\$58.48
12686896	2582	BRYON GODINHO	\$105.30
12686897	1230	LAURIE HEATON	\$149.00
12686898	4766	SANDRA HOLLER	\$340.40
12686899	2745	IMAGE 2000	\$224.55
12686900	4678	JH TACKETT MARKETING INC	\$744.16
12686901	542	KINGS CO OFFICE OF EDUCATION	\$554.85
12686902	1958	INC. LANE ENGINEERS	\$3,500.00
12686903	4327	LAWNMOWER MAN	\$122.05
12686904	3859	LEARNING A-Z LLC	\$4,924.80
12686905	4765	LEON ENVIRONMENTAL SERVICES	\$550.00
12686906	2071	LINDAMOOD PHONEME SEQUENCING	\$1,365.00
12686907	598	LOZANO SMITH	\$3,225.00
12686908	1937	MATSON ALARM CO INC	\$495.50
12686909	632	MEDICAL BILLING TECHNOLOGIES INC	\$250.00
12686910	3131	MGONZALEZ PHOTOGRAPHY	\$400.00
12686911	1595	MAGGIE MOLINA	\$135.72
12686912	3412	MONOPRICE INC	\$148.21
12686913	4301	OIL CHANGER	\$131.79
12686914	1550	KARLA OROSCO	\$100.16
12686915	2472	PRUDENT PUBLISHING	\$426.06
12686916	3989	ARACELI RIOS	\$15.96
12686917	4467	RURAL COMMUNITY ASST. CORP.	\$1,250.00
12686918	886	SO. CALIF.GAS CO	\$2,231.95
12686919	766	STANDARD LIFE INSURANCE	\$1,493.36
12686920	2681	ULINE INC.	\$2,175.12
12686921	4204	VANIR CONSTRUCTION MANAGEMENT INC.	\$3,525.00
12686922	1593	VERIZON WIRELESS	\$526.13

Total Amount of All Warrants:

\$41,459.07

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Commercial Payment Register
For Payments Dated: 05/25/2022

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - LI - L2	Resource	Object	Amount
12686887	4568	ARAMARK UNIFORM & CAR	PO - 23985	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$32.26
			PO - 23985	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$32.26
			PO - 23985	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$32.26
			PO - 23985	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$33.95
			PO - 23985	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$11.59
			PO - 23985	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$11.59
			PO - 23985	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$11.59
			PO - 23985	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$28.59
			PO - 23985	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$68.02
			PO - 23985	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$68.02
			PO - 23985	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$68.02
			PO - 23985	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$68.02
			PO - 23985	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$78.71
			PO - 23985	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$78.71
			PO - 23985	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$78.71
			PO - 23985	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$70.37
			PO - 23985	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$70.37
			PO - 23985	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$84.76
			PO - 23985	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$84.76
			PO - 23985	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$31.27
			PO - 23985	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$31.27

Commercial Payment Register For Payments Dated: 05/25/2022

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12686887	4568	ARAMARK UNIFORM & CAR	PO - 23985	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$70.21
			PO - 23985	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$70.21
			PO - 23985	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$17.31
			PO - 23985	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$17.31
			PO - 23985	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$17.31
			PO - 23985	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$17.31
			PO - 23985	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$80.21
			PO - 23985	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$80.21
			PO - 23985	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$80.21
			PO - 23985	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$80.21
			PO - 23985	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$87.77
			PO - 23985	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$87.77
			PO - 23985	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$91.38
			PO - 23985	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$91.38
			PO - 23985	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$107.17
			PO - 23985	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$107.17
			PO - 23985	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$32.27
			PO - 23132	0100-0000-0-1110-8200-560000-120-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$31.27
			PO - 23132	0100-0000-0-1110-8200-560000-120-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$31.34
			PO - 23132	0100-0000-0-1110-8200-560000-120-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$31.34
			PO - 23132	0100-0000-0-1110-8200-560000-120-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$31.34
			PO - 23132	0100-0000-0-1110-8200-560000-120-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$31.34

Commercial Payment Register For Payments Dated: 05/25/2022

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
Total For Fund Number: 0100							\$2,445.85
Total Amount of Payment:							\$2,445.85
12686888	4696	BUDDY'S TROPHIES	PO - 24037	0100-0000-0-1110-1000-430000-525-00-0000	Unrestricted Resources	Materials and Supplies	\$65.96
Total For Fund Number: 0100							\$65.96
Total Amount of Payment:							\$65.96
12686889	3288	CALIFORNIA BUSINESS MAC	PO - 23121	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$1,413.67
Total For Fund Number: 0100							\$1,413.67
Total Amount of Payment:							\$1,413.67
12686890	4314	CANON FINANCIAL SERVICE	PO - 23120	0100-0000-0-0000-7200-560000-121-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$5,059.42
Total For Fund Number: 0100							\$5,059.42
Total Amount of Payment:							\$5,059.42
12686891	186	CARDOZA, STACY	PV - 24039	0100-7425-0-1110-1000-430001-121-00-1172	Expanded Learning Opportunities (ELO) Grant	Instructional Materials/Classroom	\$7.74
Total For Fund Number: 0100							\$7.74
Total Amount of Payment:							\$7.74
12686892	2661	DASSEL'S PETROLEUM	PV - 24034	0100-8150-0-0000-8100-430010-120-00-0000	Ongoing & Major Maint. Acct.	Matl & Suppl. -Gasoline/Diesel Fuel	\$2,465.69
			PV - 24034	0100-0000-0-0000-8100-430010-222-00-0000	Unrestricted Resources	Matl & Suppl. -Gasoline/Diesel Fuel	\$123.31
Total For Fund Number: 0100							\$2,589.00
Total Amount of Payment:							\$2,589.00
12686893	4562	DC INSPECTIONS INC	PV - 24033	1400-8150-0-0000-8500-640000-121-00-0000	Ongoing & Major Maint. Acct.	Equipment	\$665.00
Total For Fund Number: 1400							\$665.00
Total Amount of Payment:							\$665.00
12686894	2640	DENNEY, DARIN	PV - 24025	0100-1100-0-1110-2700-520003-222-00-0000	State Lottery	Mileage-Other	\$43.88
Total For Fund Number: 0100							\$43.88
Total Amount of Payment:							\$43.88
12686895	4762	GEMPLER'S INC	PO - 24125	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$58.48
Total For Fund Number: 0100							\$58.48
Total Amount of Payment:							\$58.48
12686896	2582	GODINHO, BRYON	PV - 24026	0100-0000-0-1110-8200-520003-120-00-0000	Unrestricted Resources	Mileage-Other	\$52.65
			PV - 24027	0100-0000-0-1110-8200-520003-120-00-0000	Unrestricted Resources	Mileage-Other	\$52.65
Total For Fund Number: 0100							\$105.30
Total Amount of Payment:							\$105.30
12686897	1230	HEATON, LAURIE	PV - 24028	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$149.00
Total For Fund Number: 0100							\$149.00

Commercial Payment Register
For Payments Dated: 05/25/2022

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
Total Amount of Payment:							\$149.00
12686898	4766	HOLLER, SANDRA	PV - 24029	1300-0000-0-0000-0000-869900-000-00-0000	Unrestricted Resources	All Other Local Revenues	\$340.40
Total For Fund Number: 1300							\$340.40
Total Amount of Payment:							\$340.40
12686899	2745	IMAGE 2000	PO - 23556	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	\$224.55
Total For Fund Number: 0100							\$224.55
Total Amount of Payment:							\$224.55
12686900	4678	JH TACKETT MARKETING IN	PO - 24138	0100-0000-0-0000-2110-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$744.16
Total For Fund Number: 0100							\$744.16
Total Amount of Payment:							\$744.16
12686901	542	KINGS CO OFFICE OF EDUCA	PV - 24035	0100-0000-0-0000-7490-580060-121-00-0000	Unrestricted Resources	Prof. Serv. & Oper. Exp. -Fingerprinting	\$162.00
			PV - 24036	0100-0000-0-0000-7100-580000-121-00-0000	Unrestricted Resources	Other Services and Operating Expenditures	\$392.85
Total For Fund Number: 0100							\$554.85
Total Amount of Payment:							\$554.85
12686902	1958	LANE ENGINEERS, INC.	PV - 24038	0100-8150-0-0000-8110-650000-525-00-7586	Ongoing & Major Maint. Acct.	Equipment Replacement	\$3,500.00
Total For Fund Number: 0100							\$3,500.00
Total Amount of Payment:							\$3,500.00
12686903	4327	LAWNMOWER MAN	PV - 24037	0100-8150-0-0000-8100-560009-120-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	\$122.05
Total For Fund Number: 0100							\$122.05
Total Amount of Payment:							\$122.05
12686904	3859	LEARNING A-Z LLC	PO - 24131	0100-7210-0-1110-1000-580011-323-00-0000	American Indian Education	Software License Renewals	\$4,924.80
Total For Fund Number: 0100							\$4,924.80
Total Amount of Payment:							\$4,924.80
12686905	4765	LEON ENVIRONMENTAL SER	PO - 24137	0100-8150-0-0000-8100-560009-120-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	\$550.00
Total For Fund Number: 0100							\$550.00
Total Amount of Payment:							\$550.00
12686906	2071	LINDAMOOD PHONEME SEQ	PO - 23429	0100-3010-0-1110-1000-580009-525-00-0000	IASA-Title I Basic Grants Low Income	Instructional Consultant	\$1,365.00
Total For Fund Number: 0100							\$1,365.00
Total Amount of Payment:							\$1,365.00
12686907	598	LOZANO SMITH	PO - 23009	0100-0000-0-0000-7100-580010-121-00-0000	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	\$1,785.00
			PO - 23009	0100-0000-0-0000-7100-580010-121-00-0000	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	\$1,440.00
Total For Fund Number: 0100							\$3,225.00
Total Amount of Payment:							\$3,225.00

Commercial Payment Register
For Payments Dated: 05/25/2022

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount			
12686908	1937	MATSON ALARM CO INC	PO - 23116	0100-0000-0-1110-8200-580000-121-00-0000	Unrestricted Resources	Other Services and Operating Expenditures	\$128.50			
			PO - 23116	0100-0000-0-1110-8200-580000-525-00-0000	Unrestricted Resources	Other Services and Operating Expenditures	\$173.50			
			PO - 23116	0100-0000-0-1110-8200-580000-323-00-0000	Unrestricted Resources	Other Services and Operating Expenditures	\$193.50			
						Total For Fund Number: 0100	\$495.50			
						Total Amount of Payment:	\$495.50			
12686909	632	MEDICAL BILLING TECHNOI	PV - 24040	0100-5640-0-1110-3140-430000-121-00-0000	Medi-Cal Billing Option	Materials and Supplies	\$250.00			
									Total For Fund Number: 0100	\$250.00
									Total Amount of Payment:	\$250.00
12686910	3131	MGONZALEZ PHOTOGRAPH	PO - 24114	0100-0000-0-1110-1000-580000-525-00-0000	Unrestricted Resources	Other Services and Operating Expenditures	\$400.00			
									Total For Fund Number: 0100	\$400.00
									Total Amount of Payment:	\$400.00
12686911	1595	MOLINA, MAGGIE	PV - 24043	1300-5310-0-0000-3700-520003-000-00-0000	Child Nutrition - School Programs	Mileage-Other	\$135.72			
									Total For Fund Number: 1300	\$135.72
									Total Amount of Payment:	\$135.72
12686912	3412	MONOPRICE INC	PO - 24070	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	\$148.21			
									Total For Fund Number: 0100	\$148.21
									Total Amount of Payment:	\$148.21
12686913	4301	OIL CHANGER	PO - 23150	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$62.68			
			PO - 23150	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$69.11			
									Total For Fund Number: 0100	\$131.79
						Total Amount of Payment:	\$131.79			
12686914	1550	OROSCO, KARLA	PV - 24044	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$100.16			
									Total For Fund Number: 0100	\$100.16
									Total Amount of Payment:	\$100.16
12686915	2472	PRUDENT PUBLISHING	PO - 24071	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$222.80			
			PO - 24071	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$203.26			
									Total For Fund Number: 0100	\$426.06
						Total Amount of Payment:	\$426.06			
12686916	3989	RIOS, ARACELI	PV - 24030	0100-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	\$15.96			
									Total For Fund Number: 0100	\$15.96
									Total Amount of Payment:	\$15.96
12686917	4467	RURAL COMMUNITY ASST. C	PV - 24031	0100-0000-0-1110-8200-580000-121-00-0635	Unrestricted Resources	Other Services and Operating Expenditures	\$1,250.00			

Commercial Payment Register For Payments Dated: 05/25/2022

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - LI - L2	Resource	Object	Amount
Total For Fund Number: 0100							\$1,250.00
Total Amount of Payment:							\$1,250.00
12686918	886	SO. CALIF.GAS CO	PO - 24019	0100-0000-0-1110-8200-550010-222-00-0000	Unrestricted Resources	Gas	\$758.09
			PO - 24019	0100-0000-0-1110-8200-590010-424-00-0000	Unrestricted Resources	Communications - Telephone	\$354.16
			PO - 24019	0100-0000-0-1110-8200-550010-323-00-0000	Unrestricted Resources	Gas	\$499.94
			PO - 24019	0100-0000-0-1110-8200-550010-323-00-0000	Unrestricted Resources	Gas	\$49.34
			PO - 24019	0100-0000-0-1110-8200-550010-323-00-0000	Unrestricted Resources	Gas	\$10.96
			PO - 24019	0100-0000-0-1110-8200-590010-525-00-0000	Unrestricted Resources	Communications - Telephone	\$495.82
			PO - 24019	0100-0000-0-1110-8200-590010-525-00-0000	Unrestricted Resources	Communications - Telephone	\$63.64
Total For Fund Number: 0100							\$2,231.95
Total Amount of Payment:							\$2,231.95
12686919	766	STANDARD LIFE INSURANCE	PV - 24032	0100-0000-0-0000-0000-951400-000-00-0000	Unrestricted Resources	Health and Welfare	\$1,428.05
			PV - 24032	0100-0000-0-0000-7100-340100-121-00-0000	Unrestricted Resources	Health & Welfare Benefits, certified	\$37.32
Total For Fund Number: 0100							\$1,465.37
12686919	766	STANDARD LIFE INSURANCE	PV - 24032	1300-0000-0-0000-0000-951400-000-00-0000	Unrestricted Resources	Health and Welfare	\$27.99
Total For Fund Number: 1300							\$27.99
Total Amount of Payment:							\$1,493.36
12686920	2681	ULINE INC.	PO - 24063	0100-0000-0-1110-8200-430012-222-00-0000	Unrestricted Resources	Custodian Supplies	\$543.78
			PO - 24063	0100-0000-0-1110-8200-430012-323-00-0000	Unrestricted Resources	Custodian Supplies	\$543.78
			PO - 24063	0100-0000-0-1110-8200-430012-424-00-0000	Unrestricted Resources	Custodian Supplies	\$543.78
			PO - 24063	0100-0000-0-1110-8200-430012-525-00-0000	Unrestricted Resources	Custodian Supplies	\$543.78
Total For Fund Number: 0100							\$2,175.12
Total Amount of Payment:							\$2,175.12
12686921	4204	VANIR CONSTRUCTION MAN	PV - 24041	3500-0000-0-0000-8500-620000-647-00-0000	Unrestricted Resources	Buildings and Improvement of Buildings	\$705.00
Total For Fund Number: 3500							\$705.00
12686921	4204	VANIR CONSTRUCTION MAN	PV - 24041	4000-0000-0-0000-8500-620000-647-80-0000	Unrestricted Resources	Buildings and Improvement of Buildings	\$2,820.00
Total For Fund Number: 4000							\$2,820.00
Total Amount of Payment:							\$3,525.00
12686922	1593	VERIZON WIRELESS	PV - 24042	0100-0000-0-0000-7200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	\$438.28
			PO - 23515	0100-0000-0-0000-2110-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	\$0.17
			PO - 23515	0100-0000-0-1110-3140-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	\$0.17
			PO - 23515	0100-8150-0-0000-8100-590010-120-00-0000	Ongoing & Major Maint. Acct.	Communications - Telephone	\$79.42

Commercial Payment Register

For Payments Dated: 05/25/2022

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - LI - L2	Resource	Object	Amount
12686922	1593	VERIZON WIRELESS	PO - 23515	0100-8150-0-0000-8100-590010-222-00-0000	Ongoing & Major Maint. Acct.	Communications - Telephone	\$0.17
			PO - 23515	0100-8150-0-0000-8100-590010-424-00-0000	Ongoing & Major Maint. Acct.	Communications - Telephone	\$7.75
			PO - 23515	0100-8150-0-0000-8100-590010-525-00-0000	Ongoing & Major Maint. Acct.	Communications - Telephone	\$0.17
Total For Fund Number: 0100							\$526.13
Total Amount of Payment:							\$526.13

School District Payment Order

District Name: **Central Union Elementary School District**

As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

	Warrants	36	\$41,459.07
	Credit Card Payments	0	
Grand Total for Payments Dated:	05/25/2022		\$41,459.07

Authorized Officer/Employee

Or

Board Members *

[Handwritten Signature]

* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval	
By _____	Date _____

This order must be returned to KCOE prior to distribution of payments.

**Warrant Register For Warrants
Dated 05/27/2022**

Warrant Number	Vendor Number	Vendor Name	Amount
12687318	4568	ARAMARK UNIFORM & CAREER APPAREL GR	\$32.27
Total Amount of All Warrants:			\$32.27

[Handwritten signature] 6/7/22

Commercial Payment Register

For Payments Dated: 05/27/2022

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - LI - L2	Resource	Object	Amount
12687318	4568	ARAMARK UNIFORM & CAR	PO - 23985	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$32.27
						Total For Fund Number: 0100	\$32.27
						Total Amount of Payment:	\$32.27

School District Payment Order

District Name: **Central Union Elementary School District**

As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

Warrants	1	\$32.27
Credit Card Payments	0	
Grand Total for Payments Dated: 05/27/2022		\$32.27

Authorized Officer/Employee
Or
 Board Members *



* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval	
By _____	Date _____

This order must be returned to KCOE prior to distribution of payments.



Central Union School District

Lemoore, CA

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Central Union Elementary Sch Dist

CDS Code: 16-63883-0000000

School Year: 2022-23

LEA contact information:

Cindee Rael

Coordinator of Curriculum & Instruction

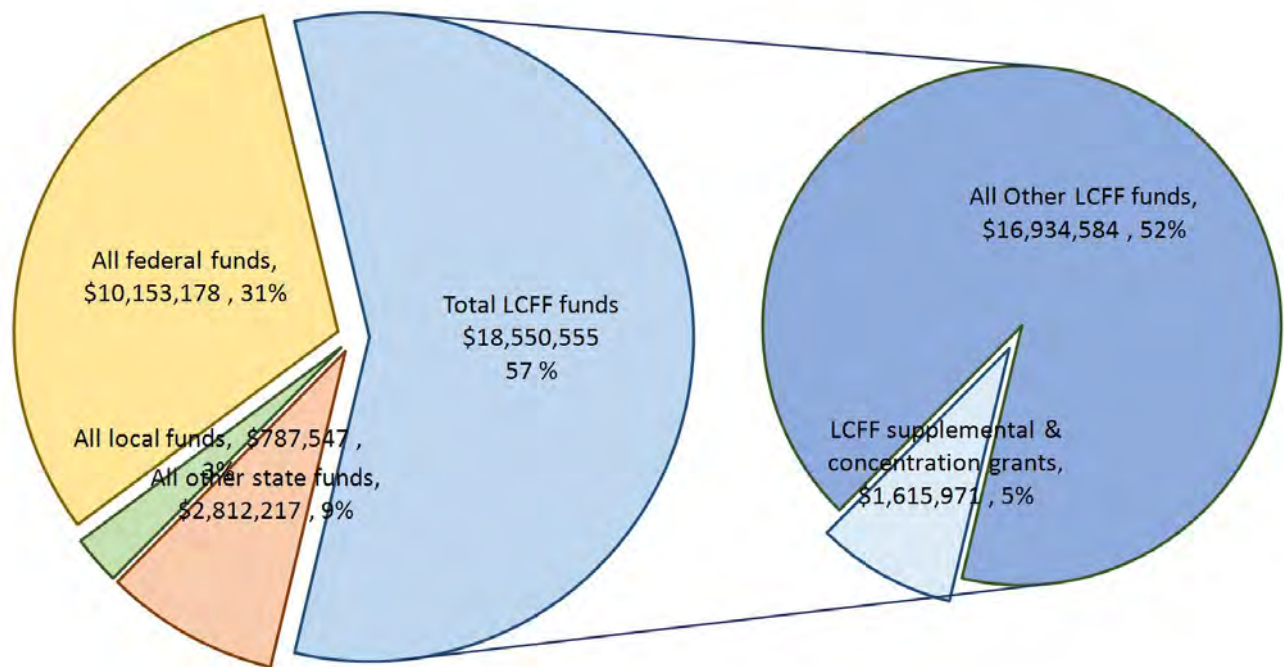
crael@central.k12.ca.us

5599243405

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 2022-23 School Year

Projected Revenue by Fund Source

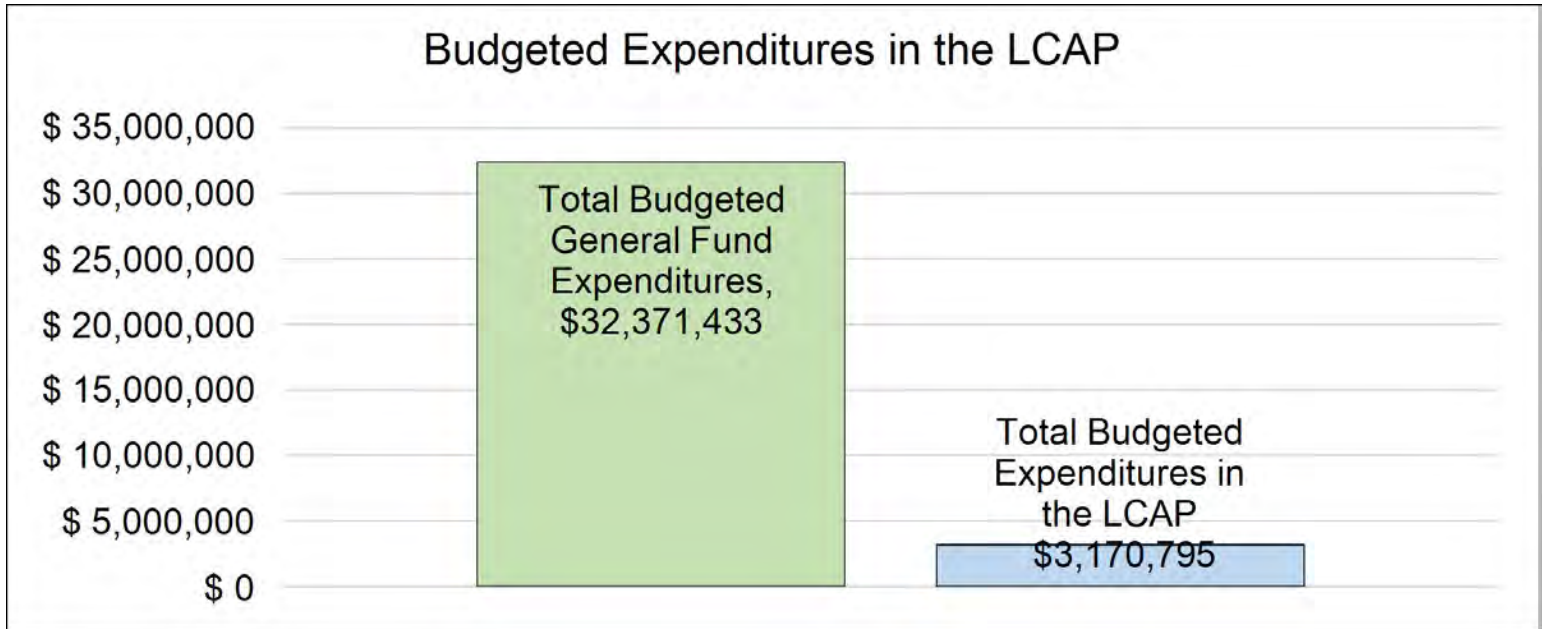


This chart shows the total general purpose revenue Central Union Elementary Sch Dist expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Central Union Elementary Sch Dist is \$32,303,497, of which \$18,550,555 is Local Control Funding Formula (LCFF), \$2,812,217 is other state funds, \$787,547 is local funds, and \$10,153,178 is federal funds. Of the \$18,550,555 in LCFF Funds, \$1,615,971 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 Central Union Elementary Sch Dist plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Central Union Elementary Sch Dist plans to spend \$32,371,433 for the 2022-23 school year. Of that amount, \$3,170,795 is tied to actions/services in the LCAP and \$29,200,638 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

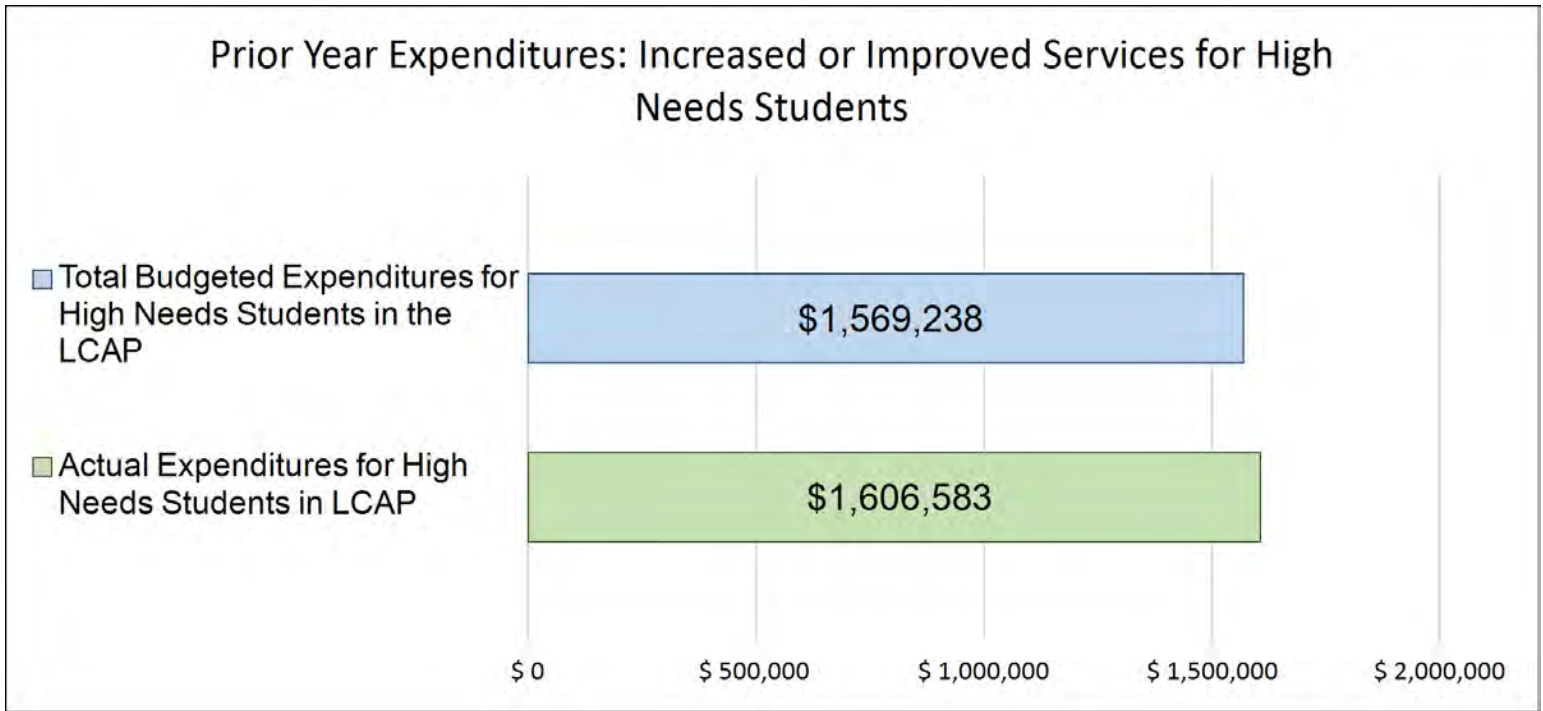
Classroom teachers, school and district administration, maintenance, and district operations including fiscal services and human resources.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Central Union Elementary Sch Dist is projecting it will receive \$1,615,971 based on the enrollment of foster youth, English learner, and low-income students. Central Union Elementary Sch Dist must describe how it intends to increase or improve services for high needs students in the LCAP. Central Union Elementary Sch Dist plans to spend \$1,630,564 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Central Union Elementary Sch Dist budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Central Union Elementary Sch Dist estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Central Union Elementary Sch Dist's LCAP budgeted \$1,569,238 for planned actions to increase or improve services for high needs students. Central Union Elementary Sch Dist actually spent \$1,606,583.00 for actions to increase or improve services for high needs students in 2021-22.



Central Union School District

Lemoore, CA

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Central Union Elementary Sch Dist	Cindee Rael Coordinator of Curriculum and Instruction	crael@central.k12.ca.us 5599243405

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Funds provided to the District that would have typically been included within the LCAP, but were not included in the 2021-22 Local Control Accountability Plan (LCAP) include:

- Educator Effectiveness Block Grant
- Elementary and Secondary School Emergency Relief Funds, (ESSER III Funds)
- Expanded Learning Opportunities Grant (ELO-G)

The district utilized community input gathered during in the development of the 2021-22 LCAP and the ELO Grant Plan in conjunction with additional input sought for the ESSER III plan to achieve meaningful consultation and develop the ESSER III Funding Plan and Educator Effectiveness Plan. The district’s process to consult with groups includes consultation through meetings with a variety of committees/stakeholder groups, as well as, Local Surveys for Parents/Guardians, Staff (Classified and Certificated), and students. A variety of modes are used to provide notification of opportunities including email, mail, phone calls, and Parent Square.

STUDENTS

Students K-8 participate in a survey each year to provide input, concerns and recommendations on the district’s programs and services. Students representing all schools and all of the district’s student groups participate in this survey.

FAMILIES

The district seeks to engage all families in meaningful consultation. For families that speak a language other than English, translation is provided as need for meetings, engagement opportunities, notifications, agendas and the local survey.

DISTRICT ADVISORY COMMITTEE (DAC) - The district maintains a District Advisory Committee that meets regularly throughout the year, providing input into the district's programs and services for students. The committee includes site administrators and parent representatives. Members come from (and therefore represent) each school site, all grade levels, all socioeconomic levels and ethnicities. The committee includes parents representing English Learners, children with disabilities, homeless, foster youth, migratory students, and other underserved children. Therefore, the members of our DAC fully consider the perspectives and insights of each of the required community members in identifying the strengths and needs of the district, especially as they relate to the COVID10 pandemic, utilizing those perspectives and insights as they give input and make recommendations.

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

The District English Learner Advisory Committee (DELAC) is comprised of a majority of parents of students who are English Learners. DELAC meets regularly throughout the school year. The committee focuses on the unique needs of students who are English Learners across the district. Regardless of the specific plan or funding sources, DELAC gives input and recommendations on programs, services and actions to meet the needs of English Learners (academic and social-emotional). DELAC members represent the district's different sites, grade levels, all socioeconomic levels and ethnicities, families of English Learners, students with disabilities, migrant, and foster or homeless. Members consider the perspectives and insights as they make recommendations on programs, services and actions.

INDIAN EDUCATION COUNCIL (IEC)

The district participates in the Indian Education Counsel (IEC) on the Santa Rosa Rancheria (SRR). Members of the counsel include SRR employees, parents, and a district employee from both Lemoore High School District and Central Union. The members represent and consider the perspectives and insights of the Santa Rosa Rancheria community and the Native American student group. The focus of this counsel is the success and unique needs of Native American Students. The members of this review district data comparing the progress of the Native American student to the All Students group. They give input and make recommendations to address those unique needs through the programs, services, and actions, the district implements.

PARENT/GUARDIAN LOCAL SURVEY

Parents/Guardians from all sites participate in an online survey each year in which they voice their opinions or concerns and make recommendations on the district's programs and services. Translated surveys are available for families who speak a language other than English. Devices are available at each site for parents to take the survey or paper copies are available if needed. Parents/families received ESSER III Funds background information and appropriate uses. They were asked to provide guidance on how the district should prioritize the use of these funds through a survey provided digitally through Parent Square.

TEACHERS, OTHER EDUCATORS, SCHOOL STAFF, LOCAL BARGAINING UNITS

Teachers, other educators, and school staff participate in an online Local Survey annually to provide input and make recommendations. Meetings are scheduled to provide information and gather additional perspectives and insights from the Bargaining Units. District Staff (Teachers, Other Educators, School Staff, Bargaining Unit Members) received ESSER III Funds background information and appropriate uses. They were asked to provide guidance on how the district should prioritize the use of these funds through a survey provided digitally through Parent Square.

DISTRICT ADMINISTRATORS, SPECIAL EDUCATION ADMINISTRATORS, PRINCIPALS/SCHOOL LEADERS

The District Administrative Team (District Administrators, Special Education Administrator, Principals, and Assistant Principals) meets regularly throughout the school year. At these meetings, the Admin. Team conducts analysis of the district's student achievement data, school climate data and data showing the students' social emotional needs. Team members come from (and therefore represent) the different sites which comprise the district. They analyze the strengths and areas of need, consider the perspectives and insights of each of the required community groups, and the students (students who are low-income, English Learners, students of color, foster youth, homeless, students with disabilities, and migratory students) as they strategically plan for student success.

Members of the District Administrative Team participate in the annual Local Survey giving input and making recommendations on the programs, services and actions of the district. They also received ESSER III Funds background information and appropriate uses. They were asked to provide guidance on how the district should prioritize the use of these funds through a survey provided digitally through Parent Square. The Team met to analyze the data, priorities, and actions needed in the ESSER III Plan.

ALL STAKEHOLDERS AND MEMBERS OF THE PUBLIC

The drafted ESSER III Expenditure Plan was posted on the District website for stakeholder and public comment. Opportunity for Public Comment provided at the CUSD Board Meeting on October 18, 2021.

The drafted Educator Effectiveness Plan was shared at a public CUSD Board Meeting on November 8, 2021. Educator Effectiveness Plan was approved a a public CUSD Board Meeting on December 13, 2021.

2022 Students, Staff, and Parent/Guardian Surveys were completed in January as the district provides on-going opportunities for educational partner engagement.

January 19, 2022 District English Learner Advisory Committee (DELAC) included a review of district plans (LCAP, Educator Effectiveness, ESSER III)

February 14, 2022 CUSD Board Meeting - Presentation of Supplement to the Annual Update to the 2021-22 Local Control Accountability Plan

FUTURE EDUCATIONAL PARTNER ENGAGEMENT OPPORTUNITIES:

- February 15, 2022 Indian Education Council (IEC)
- February 17, 2022 District Advisory Committee (DAC)
- March 2, 2022 District English Learner Advisory Committee (DELAC)
- March 7, 2022 District Bargaining Units
- March 15, 2022 Indian Education Council (IEC)
- April 6, 2022 District English Learner Advisory Committee (DELAC)
- April 19, 2022 Indian Education Council (IEC)
- April 21, 2022 District Advisory Committee (DAC)
- May 17, 2022 Indian Education Council (IEC)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Central Union Elementary School District did not receive the Concentration Grant Add-On Funds.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

HOW WERE EDUCATIONAL PARTNERS ENGAGED WHEN PLANNING EXPENDITURES FOR CARES ACT - LLMF, ESSER I, GEER I; CRRSA - ESSER II?

The District regularly engages educational partners through committees and counsel meetings, surveys, a 2-way communication system and various opportunities for dialogue to discuss needs and priorities. With the onset of COVID, regular opportunities to receive information and give input regarding concerns and needs were provided. Planning for use of these funds was determined based on shared needs and aligned with District priorities.

EXPANDED LEARNING OPPORTUNITIES GRANT PLAN 2021 - description of parents, teachers, and staff involvement in development of the plan on page 2 of plan.

http://www.central.k12.ca.us/UserFiles/Servers/Server_4550549/File/Curriculum/2021_Expanded_Learning_Opportunities_Grant_Plan_20210518.pdf

ESSER III Expenditure Plan 2021 - description of how educational partners were engaged in development of the plan on pages 3-7 of plan.

http://www.central.k12.ca.us/UserFiles/Servers/Server_4550549/File/ESSER/2021%20ESSER%20III%20Expenditure%20Plan%20CUSD.pdf

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

ESSER III Plans have just recently been adopted by District Governing Boards. Therefore, implementation data gathering is limited at this point.

UPDATE ON IMPLEMENTATION OF THE SAFE RETURN TO IN-PERSON INSTRUCTION AND CONTINUITY OF SERVICES PLAN

The Safe Return to In-Person instruction is regularly updated to align to the California Department of Health, Kings County Health Department and now CAL OSHA requirements and guidelines. The plan is located at: <https://sites.google.com/central.k12.ca.us/employeesafety/>

UPDATE ON ESSER III PLAN

Although data gathering is somewhat limited to its recent approval by the Board, the District has actively begun implementing its ESSER III Plan.

Action 1.1 Implementing Health Protocols - This action is in progress with ongoing monitoring of needs within this area.

Action 2.1 i-Ready, a comprehensive assessment and instruction program, has been purchased. Teachers and Site Admin received training on how to administer the Diagnostic and leverage data resulting from the adaptive assessment . Results are now available for delivery of Personalized Instruction based on an individual student's specific needs. Differentiated instruction is being provided through online lessons including tailored instruction and practice for each student to accelerate growth. In-the-moment resources are provided for teachers for further reteaching and individualization. Available to student during and beyond school days and hours. Data on the impact of this action is not yet available.

Action 2.2 Professional Planning Preservice Days are scheduled for August 2, 3, and 4 of 2020.

Action 2.3 Temporary Additional Instructional Aide Hrs. Each site has been allocated additional hours based on their ADA and have developed plans detailing how to leverage those hours. All Instructional Aides have been provided training on Reading Foundations including specific strategies to be implemented during the additional hours, as well as, when supporting literacy in the classroom.

Action 3.1 Social Emotional (SEL) Training. Training was provided November 1, 2021 to all Certificated Staff and on duty classified staff (off classified were also invited to participate and many did). Additional training is currently available to all staff in the form of 12 online Modules to be completed by May 2022.

Action 3.2 School Mental Health Professional - The District has contracted for Mental Health Services with 2 licensed Marriage and Family Therapists to provide additional mental health support through the Tier 3 Referral Process.

SUCSESSES AND CHALLENGES DURING IMPLEMENTATION

Challenges continue to be the impact of COVID19, specifically surges in cases. Staff and student quarantines impact consistent implementation of programs. Also, necessary protocols to limit mixing student groups have also made implementation challenging.

Successes have been in getting all teachers trained to administer the Diagnostic and use resulting data. Also successful has been staff response to the SEL Training (action 3.1) . Staff comments in modules indicate strategies for supporting SEL throughout the day are being implemented. With training still ongoing

Implementation data gathering is limited due to recent adoption of plan.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The district is using its fiscal resources received for the 2021-22 school year in a manner that is consistent with the applicable plans and is aligned with the District's 2021-22 LCAP and Annual Update.

The ESSER III EXPENDITURE PLAN provides actions consistent with the areas of focus :

- Strategies for Continuous and Safe In-Person Learning
- Addressing Lost Instruction Time (minimum of 20% of the district's ESSER funds)
- Use of other Remaining Funds

ESSER III Expenditure PLAN includes an alignment to other school plans on pages 8-

10. http://www.central.k12.ca.us/UserFiles/Servers/Server_4550549/File/ESSER/2021%20ESSER%20III%20Expenditure%20Plan%20CUSD.pdf

EXPANDED LEARNING OPPORTUNITIES GRANT (ELO-G) PLAN provides actions for using funds consistent with the seven supplemental instruction and support strategies identified by the grant.

Providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks continue to be priorities for the district. Actions aligned to these objectives are being implemented on an on-going basis. This plan and its actions aligned to the District's 2021-22 LCAP with the social-emotional needs in LCAP Goal 2 and academic needs in LCAP Goal 3.

During the Summer 2021 Expanded Learning Opportunity provided, Reading Proficiency (measured by STAR Reading) increased for students participating from 14.2% on Spring2 to 19.7% on the post test (Summer STAR Reading administration). Students also demonstrated growth in Math Proficiency (measured by STAR Math) with an increase for students participating from 9.5% on the pretest (Spring2 administration) to 15.8% on the post-test (Summer administration).

EDUCATOR EFFECTIVENESS PLAN provides for professional learning within the 10 identified allowable purposes identified by the program.

CUSD's plan focuses on professional learning to supporting "effective, standards-aligned instruction and improve instruction in literacy across all subject areas", purpose 2. This plan was recently adopted by the Board (December 2021) and funds have not yet begun to be expended. Funds may be expended through 2025-26. This plan aligns with LCAP Goal 3 Action 1 (Implement PLC Process, MTSS/RTI) and focuses on Tier 1 instruction.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

(<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Central Union School District

Lemoore, CA

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
Central Union Elementary Sch Dist	Cindee Rael Coordinator of Curriculum & Instruction	crael@central.k12.ca.us 5599243405

Plan Summary [2022-23]

General Information

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

CUSD is an incredible place for educational opportunity for the children and families in our community. CUSD is proud of its history. It is through the labors and partnerships of staff, parents, and the community that CUSD achieves its successes. CUSD is a safe, caring, and academically oriented District. The District is confident that each child will have an excellent experience because of the combined efforts of its staff, parents, and community working with a common vision for ALL children.

CUSD Vision

Central Union Schools will be known as world-class quality schools for all students, empowering every student to excel to their highest potential.

CUSD Mission Statement

Central Union School District seeks to be an exemplary learning community. We build the foundation of this community through meaningful relationships, relevant and engaging learning, effective communication, and providing a safe atmosphere. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive member of society. We challenge ourselves to be better than we think we can be, and advocate for the greater good of our community. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world.

CUSD is comprised of 4 schools with 3 distinct populations.

Akers and Neutra Schools are located on the NAS Lemoore Base serving primarily military dependent students and some civilian employee dependents. These schools serve a very diverse population with the greatest number of ethnic groups of our schools. And while they have a relatively small English Learner population, it is again are our most diverse English Learners including more than 6 different languages. Central School is located near the Santa Rosa Rancheria, which belongs to the federally recognized Tachi Yokut tribe, and serves a significant Native American Population. And while our Native American students are often not in the Unduplicated student group, they have

historically been one of our most at risk student groups. Finally, Stratford School is located in a rural farming community with many of its students English Learners.

While the District is comprised of very different schools, it strives to provide a cohesive and equitable program to meet the needs of all students to ensure success. This is accomplished in part by Central's focused efforts in two key research and evidence-based practices to ensure greatest success for ALL Students. The District is actively working on the implementation and refinement of a Multi-Tiered System of Support (MTSS) addressing both the academic and social-emotional & behavioral needs of students. This includes Tier 1 guarantees for all students on both sides of this system. In addition, Tier 2 supports have been implemented focusing on providing the supports needed for students to meet grade level Essential Standards in ELA and Math. Tier 2 continues to be refined for continuous improvement. Tier 3 supports for our most at risks students is also being addressed. Secondly, the district is committed to an effective and sustainable Professional Learning Community (PLC). Both classified and certificated staff have received training on the "why" for PLCs. Districtwide and Site level teams have been established and coaching of teams through partnerships has been provided. Administrators collaborate reviewing and analyzing District and Site data as well as sharing effective strategies leading to successes and asking questions. In Central Union, ALL means ALL.

CUSD is located in a rural community in the Central Valley. The past 2 years, COVID has had a significant impact on our students, staff, and community. Pre-pandemic (2019-20), District enrollment was 1875, but for 2021-22, enrollment is 1753. This loss of enrollment coupled with attendance challenges due to COVID surges at various times through the year impact student learning, staff, and funding. Like most districts, we have seen increases in social-emotional, behavioral, and mental health needs in our students both in frequency and severity. Staff alike have been impacted as well both personally and professionally as they strive to meet the needs of their students and families.

Reflections: Successes

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

DISTRICT SUCCESSES BASED ON DATA AVAILABLE

SUSPENSION RATE - The rate for most student groups is lower than for All Students.

ALL 0.3%

American Indian 0%

English Learners - 0%

Socioeconomically Disadvantaged 0.3%

Two or More Races 0%

Students with Disabilities 1%

(DataQuest 2020-21 data)

ENGLISH LEARNER PROGRESS

26.5% Reclassification Rate compared to CA: 13.8% Kings County: 11.9% (2019-20 Rates per DataQuest)
7.5% Reclassification Rate compared to CA: 6.9% Kings County: 3.8% (2020-21 Rates per DataQuest)

2021-22 ADDITIONAL LOCAL DATA

ENGLISH LANGUAGE ARTS

iReady ELA Diagnostic Data indicates the number of students Proficient increased from 38% (Winter 21-22) to 44.7% (Spring 21-22)

MATHEMATICS

iReady Math Diagnostic Data indicates the number of students Proficient increased from 26.5% (Winter 21-22) to 38.9% (Spring 21-22)

The LEA plans to build upon these successes:

Pre-COVID19, ALL students were making progress towards proficiency and student groups were demonstrating closing of learning gaps with a Multi-Tiered System of Supports (MTSS) in place and strong Professional Learning Communities focusing of data driven instruction. The district plans to build on successes by continuing to refine and strengthen MTSS and continue to support Professional Learning Communities with even greater emphasis on the Continuous Cycle of Improvement by leveraging data.

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.

ATTENDANCE

96.98% 2020-21 P2 Data

91.8% 2021-22 P2 Data

CHRONIC ABSENTEEISM

Fall 2019 Dashboard, 0 Student Groups in Orange or Red. Rather, 3 Student groups in Green and 6 in Blue.

Chronic Absenteeism Rate 6.5%, DataQuest 2020-21

29% American Indian

3.5% Black

8.2% Hispanic

8.9% SWD

3.6% EL

10.9% Socioeconomically Disadvantaged

2021-22 Local Data (SchoolZilla)

All Students, 26.5%

Foster Youth, 41.2%

English Learners, 34.7%

Socio-economically Disadvantaged, 25.9%

2021-22 ADDITIONAL LOCAL DATA (Spring 2022)

ENGLISH LANGUAGE ARTS

iReady ELA Diagnostic Data indicates 44.7% of ALL students Proficient (3rd - 8th).

23.5% American Indian

57.2% Black

20.2% Hispanic

17.7% SWD

5.2% EL

STAR Reading indicates 47.5% of All Student Proficient (1st - 8th)

19.1% American Indian

22.1% SWD

12.4% EL

27.6% Socio-economically Disadvantaged

MATHEMATICS

iReady Math Diagnostic Data indicates 38.9% of ALL students Proficient (3rd - 8th).

17.9% American Indian

40.6% Black

20.7% Hispanic

16.2.7% SWD

7.5% EL

STAR Math indicates 39.2% of ALL Students Proficient (1st - 8th)

21.4% American Indian

16.5% SWD

12.3% EL

26.3% Socio-economically Disadvantaged

Based on analysis of data, student groups most at risk are American Indians, Students with Disabilities, and Unduplicated Students.

Attendance and Chronic Absenteeism Rates indicate that Student Engagement must continue to be a high priority. Like other District, Central

is committed to addressing learning loss due to COVID for all students. The District will continue to focus on closing achievement gaps for student groups.

In order to address our greatest areas of need, CUSD will

1. Engage Unduplicated Students, meeting their social-emotional needs and strengthening their school connections.

2. Continue its focus on ALL Means ALL.

This includes three key steps:

1 - addressing the social-emotional and behavioral needs of our students

2 - enabling students to achieve at high standards and engage productively

3 - have access to and utilize timely data to carefully monitor progress of student groups priority areas

LCAP Highlights

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

Goal 1: CONDITIONS FOR LEARNING leading to college and career readiness

Action 1: Basic Services (appropriately assigned and credentialed teachers, standards-aligned materials, facilities in good repair.)

Action 2: Implementation of State Standards (Grade level standards-aligned Instruction for Tier 1, Designated and Integrated ELD for English Learners.

Action 3: Broad Course of Study for ALL students

Goal 2: ENGAGE Parents, Students, and Community

Action 1: Engage Parents (Student Inventory, parent resources, input, 2-way communication system, and additional teacher contact.

Action 2: Engage Students (MTSS for Social-Emotional and Behavioral needs, Tier I SEL Curriculum, Trauma Informed Practices, Counselors and PE Teachers collaborating to promote Social and Emotional learning through physical Activity, SMART Goals and plans for celebrating and improving attendance each site.)

Action 3: School Climate of Safety and Connectedness (Connectedness strategies at all sites, Resource Officer, Safety & Security Enhancements, Stop It (Bully Program), Raptor (screening of adults on campus), and Securly (internet filtering software))

Goal 3: ACHIEVEMENT of state adopted standards through data driven decision making

Action 1: PLC Process and MTSS/RTI (Comprehensive PD Plan, PD Materials/Supplies & Supplementary Materials, MTSS/RTI for Academics with emphasis on Essentials Standards, Implement Balanced Assessment Plan including Academic Screener 3 times per year, Local Assessment & Data Management Systems for purposes of collaboration in

monitoring and decision making, and Professional Learning Communities)
Action 2: Replace Technology Devices
Action 3: Targeted Additional Services (Summer Learning Opportunities and Targeted Interventions beyond the school day)
Action 4: Targeted Additional Services for English Learners (Summer Intensive ELD and Target Intervention services beyond the school day)
Action 5: ELD Coaching & Supplementary Materials
Action 6: Instructional Aides
Action 7: Title I Program District Administrative Costs
Action 8: Title I Homeless Set-Aside - Services to Homeless students across the District.

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.

The LEA has no schools identified for CSI.

Support for Identified Schools

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

The LEA has no schools identified for CSI.

Monitoring and Evaluating Effectiveness

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

The LEA has no schools identified for CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Central uses a process to consult with Educational Partners on the LCAP and Annual update through both group and individual input opportunities. The process includes consultation with staff, parents, community and students. This is accomplished through meetings with a variety of committees/Educational Partner groups as well as Local Surveys for Parent/Guardians, Staff (Classified and Certificated), and students. A variety of modes are used to provide notification of meetings including email, ParentSquare, and phone calls. Data and Annual update information are also shared at meetings. Surveys and meetings also provided opportunity for questions and input. Translators are available at meetings if needed. Written translation of Agendas and Minutes are also provided as needed.

District Advisory Committee (DAC) - includes Parents (including parents of English Learner and Student with Exceptional Needs), Administrators, and Community Members

October 21, 2021

February 17, 2022

April 21, 2022

Indian Education Counsel (IEC)

November 16, 2021

February 15, 2022

March 15, 2021

April 15, 2022

District English Learner Advisory Committee (DELAC)

January 19, 2022

April 6, 2022

Local Bargaining Units

Certificated - March 7, 2022

Classified Bargaining Units - March 7, 2022

Kings County SELPA - May 13, 2022

District Board Meetings - includes Community Members

September 13, 2021

February 14, 2022

June 13, 2022 (Public Hearing)
June 15, 2022 (Adoption)

In addition to the above district committee's sites share information and opportunity for input at the site through Staff Meetings and School Site Counsel (SSC) Meeting.

LEA Staff (classified, teachers, and administrators) were provided an opportunity to provide input through the 2021-22 Survey.

Parents/Community provided input through the 2021-22 Survey (as well as various committees listed above).

Students provided input to the LCAP through the Winter 2022 Student Survey.

Members of the public were notified of the opportunity to submit comments regarding specific actions and expenditures proposed to be included.

A summary of the feedback provided by specific educational partners.

Feedback from specific educational partner groups included:

District English Learner Advisory Committee (DELAC) - Parents indicate that needs of their students are being met. Overall, they indicated that 3-year plan was still appropriate and working. As parents, expressed a need for assistance for them in helping their children. A concern expressed multiple attendees was attendance and Chronic Absenteeism.

Indian Education Counsel (IEC) - Feedback from this group was that the 3-year plan was working overall. They did express difficulty in speaking to facilities due to lack of campus access this year due to COVID. Actions specifically called out as working well included collaboration of counselors and PE teachers, 1:1 technology, and instructional aides. Parents shared that ParentSquare has been a great tool for communicating with teachers. They suggested that more physical activity be included in the day.

Local Bargaining Units did not recommend any significant changes to the 3-year plan. They indicated that ParentSquare (Goal 2.1) was going well, but would like it expanded to include student access. They expressed the need for EL training and additional materials. The unit indicated that PLCs need to continue to improve to be well functioning PLCs.

LEA Staff (classified, teachers, and administrators)- Overall, staff surveys indicate a continued support of actions included in the goals of the current 3-year plan. Staff Surveys indicate that actions needed to increase student engagement and meet students' needs include Counselors, Class/Site Connectedness Strategies, Engaging PE, and MTSS for Social/Emotional/Behavior. Additionally, S.E.A.L.(Social Emotional and Academic Learning) learning modules offered to all staff in response to critical needs identified during the year, were also mentioned as important in understanding and meeting student needs. Staff also indicated the important role that Visual and/or Performing

Arts, elective opportunities and sports play in student engagement. Staff identified Instructional Aides, Essential Standards, Replacement of Technology, and Rigorous Tier 1 Instruction as high priorities to supporting Goal 3 in the Staff Survey.

Kings County SELPA - Consultation feedback included the recommendation to re-include the questions about students knowing their Essential Standards in the Student Survey next year. SELPA suggested site focus on high risk SWD to improve Suspension Rate for SWD. The District was encouraged seek greater input from high risk student groups (SWD, American Indian, Unduplicated Students) regarding what is the one activity they only get to access when they come to school. Continuing to seek to understand and address barriers to Engaging Parents was encouraged, such as location of opportunities.

Students - Student Surveys show the significant impact on relationships (connectedness) and sense of safety that COVID has had on students over the past 2 years. The data indicates the significant need for ongoing actions addressing the social, emotional, and mental health needs of students. Students also report need in knowing how to persevere, confidence in their ability to be successful, and (especially grades 4-8), understanding of how to manage emotions, thoughts and feelings in different situations. Students indicate the importance of P.E. teachers.

Trends that emerged

Educational Partners consistently affirmed the Goals and Actions in the current 3-year plan. Concerns/Questions that were called out within those areas in need of further support were Attendance & Chronic Absenteeism, refining of PLCs and MTSS including greater clarity on the "why", additional days of ELD training & Support/Coaching, and greater SEL support to students to support closing of learning gaps.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

For Goal 1: Basic Services

While educational partners agree appropriately credentials and assigned staff, standards aligned instructional materials, and schools in good repair are important. The District has and will consistently provide this and no input indicating needs or changes were provided.

For Goal 2: Engagement

All educational partner groups indicate the need for increased student engagement. Consistently stakeholders indicated the concern for students social, emotional well being. Goal 2, Action 2 focuses on Actively Engaging Students in the Learning Process. It includes the implementation of MTSS for social, emotional, and behavioral needs, Social Emotional Curriculum, Counselors, and Engaging PE with coaches collaborating with counselors. Input for increasing Parent Engagement included parent resources to develop understanding of grade level Essential Standards and positive, effective 2-way communication with parents. Goal 2, Action 1 focuses on Engaging Parents in the Learning process and includes the type resources parents and parent committees indicated are needed and a system for 2-way communication with embedded translation.

For Goal 3: Achievement

All educational partner groups expressed concerns for student learning loss. Input included continued work in PLCs, academic screener, focus on Essential Standards, Rigorous Standards aligned Tier 1, PLCs, Academic Screener which are included in Goal 3, Action 1. Addition input is reflected in inclusion of actions Instructional Aides (Goal 3, Action 6), Up-to-Date Tech (Goal 3, Action 2, and Expanded Learning Opportunities (Goal 3, Actions 3 & 4).

Goals and Actions

Goal

Goal #	Description
1	All Students will be provided the CONDITIONS FOR LEARNING leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards aligned instructional materials in facilities which are well maintained.

An explanation of why the LEA has developed this goal.

Ensuring the Conditions for Learning are in place and ALL students have equitable access to them is foundational to student success.

2022-23 focuses on continued implementation of school facilities' safety procedures as recommended by health department to support In-Person Learning for ALL students.

Goal developed to address the following State Priorities and measured by the aligned metrics: (See Baseline data below)

- Priority 1 - Basic Services
- Priority 2 - Implementation of State Standards
- Priority 7 - Access to Broad Course of Study

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A Teachers appropriately assigned & fully credentialed	Met (Priority 1 Basic Services at School: Self-Reflection Tool)	Met (Priority 1 Basic Services at School: Self-Reflection Tool)			Met (Priority 1 Basic Services at School: Self-Reflection Tool)
1B Pupil Access to standards-aligned Instructional Materials	1A Teachers With Full Credential - 99 Without Full Credential - 2 Teaching Outside Subject Area of	1A Teachers With Full Credential - 103 Without Full Credential - 0 Teaching Outside Subject Area of			1A Teachers appropriately assigned & fully credentialed. 100% Teachers appropriately assigned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1C Facilities maintained in good repair	<p>Competence (with full credential) - 0</p> <p>1B Instructional Materials Instructional Materials 100% - Goal Met.</p> <p>1C Facilities 100% Facilities Good or Better - Goal Met.</p>	<p>Competence (with full credential) - 0</p> <p>1B Instructional Materials Instructional Materials 100% - Goal Met.</p> <p>1C Facilities 100% Facilities Good or Better - Goal Met.</p>			<p>100% Teachers fully credentialed</p> <p>1B Instructional Materials Instructional Materials 100% - Goal Met.</p> <p>1C Facilities 100% Facilities Good or Better - Goal Met.</p>
2A Implementation of SBE adopted content and performance standards	<p>Met (Priority 2: Implementation of State Standards Reflection Tool)</p> <p>1. PD for teaching to Standards 4-Full Implementation 2. Instructional Materials aligned to Standards 5-Full Implementation & Sustainability 3. Policies & Programs supporting staff in identifying where they can improved 4-Full Implementation *Other Adopted Academic Standards</p>	<p>Met (Priority 2: Implementation of State Standards Reflection Tool)</p> <p>1. PD for teaching to Standards 4-Full Implementation 2. Instructional Materials aligned to Standards 5-Full Implementation & Sustainability 3. Policies & Programs supporting staff in identifying where they can improved 4-Full Implementation *Other Adopted Academic Standards</p>			<p>Met (Priority 2: Implementation of State Standards Reflection Tool)</p> <p>*Providing PD for teaching Standards 4 *Instructional Materials aligned to Standards 5 *Progress Implementing Policies & Programs supporting staff in identifying where they can improved remained a 4 *Other Adopted Academic Standards 4 *Support for Teachers and Administrators 4</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3-Initial Implementation *Support for Teachers and Administrators 4-Full Implementation	3-Initial Implementation *Support for Teachers and Administrators 4-Full Implementation			
2B Programs/Services enable ELs to access CA and ELD Standards	Met (Priority 2: Implementation of State Standards Reflection Tool) See details above. 100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2020-21 Master Schedule)	Met (Priority 2: Implementation of State Standards Reflection Tool) See details above. 100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2021-22 Master Schedule)			Met (Priority 2: Implementation of State Standards Reflection Tool) See details above. 100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2023-24 Master Schedule)
7A Broad Course of study	100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2020-21 Master Schedule)	100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2021-22 Master Schedule)			100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2023-24 Master Schedule)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7B Programs/Services Unduplicated Students	100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2019-20 Master Schedule)	100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2021-22 Master Schedule)			100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2023-24 Master Schedule)
7C Programs/Services Students with exceptional needs	100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2019-20 Master Schedule)	100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2021-22 Master Schedule)			100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2023-24 Master Schedule)

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide all students access to Basic Services	All Students will have access to (1)appropriately assigned and credentialed teachers, (2)their own copy of standards-aligned materials,	\$408,113.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>(3)facilities that, at a minimum, meet the standard of "good repair." (Including guidance and protocols for cleaning and sanitation for COVID19 based on current CDC and County Health Dept. guidance.)</p> <p>Aligned to Priority 1 Basic Conditions Measured by Metrics 1A, 1B, and 1C Local Indicator: Priority 1 Basic Conditions at School Self-Reflection Tool</p>		
1.2	Continue to Implement State Standards including programs/services that enable English Learners to access CA and ELD Standard.	<p>Grade level standards-aligned instruction for all students in Tier 1. All English Learners will be provided both Designated and Integrated ELD as part of core curriculum. (Instruction provided by staff provided in Action 1. No Additional cost).</p> <p>Aligned to Priority 2 Measured by Metrics 2A and 2B Local Indicator: Priority 2 Implementation of State Standards Self-Reflection Tool</p>	\$0.00	No
1.3	Broad Course of Study	<p>All Students will have access to a Broad Course of Study including Unduplicated students and students with exceptional needs. (Instruction provided by staff provided in Action 1. No Additional cost).</p> <p>Aligned to Priority 7 Access to Broad Course of Study Measured by Metrics 7A, 7B, and 7C (Master Schedule) Local Indicator: Priority 7 Pupil Access Self-Reflection Tool</p>	\$0.00	No

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.

This goal was implemented as planned in 2021-22. Successes in implementing the actions include the consistency of access to a Broad Course of Study in the District and the hiring and retaining of Qualified Staff. The District faced significant challenge faced this year relative to Action 2. Due to COVID school closures and long term remote learning (Spring 2020 and 2020-21), a much higher than typical number of standards-aligned instructional materials had to be replaced.

All Students were provided the CONDITIONS FOR LEARNING leading to college and career readiness. Students received a broad educational program, evidenced by Metric 7 - 100% Access for ALL students - including Unduplicated Students and Students with Exceptional Needs. Instruction was delivered by qualified staff as demonstrated by Metric 1 (0 Without Full Credential/0 Teaching Outside Subject Area of competence) in facilities which are well maintained with 100% of Facilities in Good or Exceptional repair (FIT Tool).

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

All actions were effective in making progress toward the goal with all students having access to Basic Services including credentialed and appropriately assigned teachers, standards aligned instructional materials, and well-maintained facilities.

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.

Planned Changes to metrics:

For 1A Teachers appropriately assigned & fully credentialed, Priority 1 Basic Services at School: Self-Reflection Tool meets the metric requirements. The additional information of Number of Teachers With Full Credential, Without Full Credential, and Teaching Outside Subject Area of Competence has removed from 2023-24 Desired Outcomes and will not be included subsequent Year Outcomes. Information will be reported as percent of teachers appropriately assigned and fully credentialed.

Planned Changes to Actions

Action 1.1 Description (1)appropriately assigned and credentials teachers corrected to (1)appropriately assigned and credentialed teachers

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

Goals and Actions

Goal

Goal #	Description
2	Parents, Students, and the community will be ENGAGED to participate collaboratively in the educational process.

An explanation of why the LEA has developed this goal.

Parents, Students, and the School Community partnering together is one of the best ways to create a positive learning environment and support student success.

2021-22 will focus sense of safety and connectivity to meet increased social-emotional needs of students due to COVID19 and support parents as they partner in their student learning.

Based on March 2021 local data, Chronic Absenteeism Rate was 6% compared to 5.1% at the same time 2020.

Goal developed to address the following State Priorities and measured by the aligned metrics: (See Baseline data below)

- Priority 3 - Parent Involvement
- Priority 5 - Pupil Engagement
- Priority 6 - School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A Parental input in decision making	94.1% Parents Agree 2021 Local Survey Parent Survey	92.4% Parents Agree 2022 Local Survey Parent Survey			95% Parents Agree 2023-24 Local Survey Parent Survey
3B Promote parent participation - unduplicated pupils	96.1% Parents Agree 2021 Local Survey Parent Survey	93.3% Parents Agree 2022 Local Survey Parent Survey			97% Parents Agree 2023-24 Local Survey Parent Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Parents of Unduplicated pupils)	(Parents of Unduplicated pupils)			(Parents of Unduplicated pupils)
3C Promote parent participation - exceptional needs	100% Parents Agree 2021 Local Survey Parent Survey (parent of pupils with exceptional needs)	95.7% Parents Agree 2022 Local Survey Parent Survey (parent of pupils with exceptional needs)			100% Parents Agree 2023-24 Local Survey Parent Survey (parent of pupils with exceptional needs)
5A School Attendance Rates	96.98% 2020-21 P2 Data	91.8% 2021-22 P2 Data			98% 2023-24 P2 Data
5B Chronic Absenteeism	Chronic Absenteeism Rate Indicator 2.7% Green. Low (Fall 2019 Dashboard/DataQuest 2018-19) Chronic Absenteeism 6% March 2021 SchoolZilla	Chronic Absenteeism Rate Indicator Not available Chronic Absenteeism Rate 6.5% All Students 14.3% Foster Youth DataQuest 2020-21			Chronic Absenteeism Rate Indicator Green. Low (Fall 2023 Dashboard: 2022-23 data)
5C Middle School Drop out Rate	Middle School Drop out Rate 0% (CALPADS Reports 1.12 (2020-21)	Middle School Drop out Rate 0% (CALPADS Reports 1.12 (2021-22)			Middle School Drop out Rate 0% (CALPADS Reports 1.12 (2023-24)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5D High School Drop-out 5E High School Graduation Rate	Not Applicable/H.S Measure	Not Applicable/H.S Measure			Not Applicable/H.S Measure
6A Pupil Suspension	<p>Suspension Rate Indicator Green, 1.9% ALL Orange, 2.6% American Indian 2.4%, Orange English Learners Orange, 2.7% Two or More Races (Fall 2019 Dashboard/DataQuest 2018-19)</p> <p>Suspension Rate 2.1% (DataQuest 2019-20 data)</p>	<p>Suspension Rate Indicator CA Schools Dashboard data not available for Fall 2021.</p> <p>Suspension Rate 0.3% ALL American Indian 0% English Learners - 0% Socioeconomically Disadvantaged 0.3% Two or More Races 0% Students with Disabilities 1% Foster 0% (DataQuest 2020-21 data)</p>			<p>Suspension Rate Indicator Green, 1.8% (Fall 2023 Dashboard: 2022-23 data)</p> <p>Suspension Rate 1.9% DataQuest 2022-23</p>
6B Pupil Expulsion	Expulsion Rate 0.10% (DataQuest 2019-20 data)	Expulsion Rate 0% (DataQuest 2020-21 data)			Expulsion Rate 0.10% (CALPADS Report 7.3 and DataQuest 2022-23)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6C Local Measures – Sense of Safety and School Connectedness Pupils, Parents, Teachers	Sense of Safety Staff 87% Agree (Staff Survey)	Sense of Safety Staff 83.5% Agree (Staff Survey)			Sense of Safety Staff 89% Agree (Staff Survey)
	Sense of Connectedness Staff 75% Agree (Staff Survey)	Sense of Connectedness Staff 76% Agree (Staff Survey)			Sense of Connectedness Staff 78% Agree (Staff Survey)
	Sense of Safety K-2 Students 88% Agree 3-8 Students 89% Agree (Student Surveys)	Sense of Safety 1-3 Students 77% Agree 4-8 Students 65% Agree (Student Surveys)			Sense of Safety 1-3 Students 85% Agree 4-8 Students 80% Agree (Student Surveys)
	Sense of Connectedness K-2 Students 93% Agree 3-8 Students 79% Agree (Student Surveys)	Sense of Connectedness 1-3 Students 80% Agree 4-8 Students 66% Agree (Student Surveys)			Sense of Connectedness 1-3 Students 90% Agree 4-8 Students 80% Agree (Student Surveys)
	Sense of Safety Parents 99.5% Agree (Parent Survey)	Sense of Safety Parents 98.7% Agree (Parent Survey)			Sense of Safety Parents 99.5% Agree (Parent Survey)
	Sense of Connectedness Parents 86.7% Agree (Parent Survey)	Sense of Connectedness Parents 93.8% Agree (Parent Survey)			Sense of Connectedness Parents 88% Agree (Parent Survey)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2020-21 Local Surveys - Parents, Staff, and Students)	(2021-22 Local Surveys - Parents, Staff, and Students)			(2023-24 Local Surveys - Parents, Staff, and Students)

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Actively Engage Parents in the Learning Process	<p>The District and Sites will</p> <p>(1)Build Relationships: - Support staff in learning about families through use of parent completed Student Inventory (strengths, culture, language, goals).</p> <p>(2)Build Partnerships for Student Outcomes: Provide parents Information & Resources to Support Learning at Home.</p> <p>(3)Seek Input for Decision Making - Provide opportunities to plan, design, implement and evaluate family engagement together (families, teachers, principals, and district admin.)</p> <p>(4)Sites will implement at least 1 new opportunity for teachers to meet with families.</p> <p>(5)System for 2-way communication between parents and teachers, sites, and/or District Office.</p> <p>Aligned to Priority 3 Parent Involvement Metric: Local Indicator Self-Reflection Tool for Priority 3 Parent Engagement Local Measure: Local Survey and Input from Committees</p>	\$15,000.00	No
2.2	Actively Engage Students in the Learning Process	<p>The District and Sites will . . .</p> <p>(1)Implement Multi-Tiered System of Supports for Social-Emotional and Behavioral needs including Tier I SEL Curriculum and Trauma Informed Practices</p>	\$999,904.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>(2)Counselors and PE Teachers collaborating to promote Social and Emotional learning through physical Activity (3)Develop SMART Goals and plans for celebrating and improving attendance each site. Principally Directed for Unduplicated Students.</p> <p>Aligned to Priority 5 Pupil Engagement Measured by Metrics: School attendance, Chronic Absenteeism Rate, Middle School Drop out Rate</p>		
2.3	Create and sustain a School Climate of Safety and Connectedness	<p>The District and Sites will . . .</p> <p>(1)Implement planned Connectedness strategies at all sites (2)Resource Officer (3)Safety and Security Enhancements (4)Stop It (Bully Program) (5)Raptor (screening of adults on campus) (6)Securly (internet filtering software)</p> <p>Aligned to Priority 6 School Climate Measured by Metrics: Suspension Rate, Expulsion Rate, Local Measures of pupils', parents', and teachers' sense of Safety and Connectedness Local Measure: Local Survey</p>	\$86,016.00	No

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.

This goal and planned actions were implemented as planned overall in 2021-22 with no substantive differences for Actions 2 and 3. In Action 1, onsite parent engagement activities were not able to be held during the 2021-22 year due to COVID. However, through ESSER III Funding, parents were offered multiple online opportunities focused on social-emotional needs with Dr. Hood. The District experienced both successes and challenges in implementation of this goal. Due to COVID, only essential personnel were able to be on campus most of the

year creating challenges to building relationships and partnerships with parents/guardians. However, it also led to a success in offering the online SEL opportunity to parents. Another challenge experienced was the return of students with much greater social-emotional and behavioral needs than in previous years as well as connectedness issues following long periods of isolation due to the pandemic.

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

There were not material differences in the Budgeted Expenditures and Estimated Actual Expenditures for the overall goal. Although there were not material differences in Action 2, salary costs increased the expenditures and percentage contributing to Increased and/or Improves Services. In Actions 1 and 3, there were material differences but these resulted from not including the cost of ParentSquare (Action 1) and Raptor & Securly (Action 3) in the Budgeted Expenditures which has been addressed for 22-23. (See Change Box below.)

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

Action 1 was not as effective in building parent partnerships and relationships with only very limited opportunity for parents to be on campus due to COVID as determined based on input and comments in committees (DELAC, IEC, DAC). Onsite parent partnering opportunities are planned to return for 22-23. All actions are effective means of making progress toward the goal. However, we continue to see the impact COVID has continued to have on metrics. For example, with the return to full In-Person instruction connectivity and student self regulation have required a great deal more attention and effort this year. Based on Chronic Absenteeism Rates (26.5 All Students, 141.2% Foster, 34.7% English Learners, 25.9% Socio-economically disadvantaged per 21-22 local SchoolZilla data), Action 2 may appear to not have been effective in making progress toward the goal. However, the district has seen significant increases in Chronic Absenteeism during the year due to COVID surges and patterns developed from school closures. At the same time, PE teachers report seeing improvement in social interactions and self-regulation through implementation of strategies as a result of collaboration with counselors. Increased focus on attendance and connectivity is planned for next year to continue progress toward the goal.

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.

Changes to Planned Actions for 2022-23

Action 2.1 Actively Engage Parents in the Learning Process budgeted amount is increased to \$15, 000.

Action 2.2 Actively Engage Students in the Learning Process budgeted amount is to \$999,904

Action 2.3 Create and sustain a School Climate of Safety and Connectedness budgeted amount is increased to \$86,016.

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

Goals and Actions

Goal

Goal #	Description
3	All students will make progress towards proficient ACHIEVEMENT of state adopted standards through data driven decision making.

An explanation of why the LEA has developed this goal.

Preparing learners for their futures in a world that is rapidly changing is an ever moving target. Monitoring student progress towards proficiency, using data driven decision making, and providing the necessary learning opportunities and supports, are necessary to ensure all individual students and student groups are equipped to meet their futures with success.

2021-22 is focusing on addressing student learning loss and closing learning gaps for student groups. The district had been making progress in closing student group gaps; Local data (STAR Reading & Math) indicate impact of COVID has been greater on some student groups than others.

Goal developed to address the following State Priorities and measured by the aligned metrics: (See Baseline data below)
 Priority 4 - Pupil Achievement
 Priority 8 - Other Student Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A Statewide Assessments English Language Arts	Academic Performance Indicator: ELA ALL Students Yellow, Medium 7 points above standard English Learners Yellow, Low	Academic Performance Indicator: ELA CA Schools Dashboard not Available Local Indicator - Percent Proficient STAR Reading			Academic Performance Indicator: ELA ALL Students Green 12 points above standard English Learners Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	20.7 points below standard	Spring2 (May 2021)			5 points below standard
	Socioeconomically Disadvantaged Orange, Low 8.9 Points below Standard	43% ALL students 4.2% English Learners 22.8% Socioeconomically Disadvantaged			Socioeconomically Disadvantaged Green 1 Points above Standard
	Hispanic Orange, Low 8.9 Points below Standard	32.7% Hispanic 14.3% Native American 19% Students with Disabilities			Hispanic Green 1 Points above Standard
	American Indian Orange, Low 59.4 Points below Standard				American Indian Orange 50 Points below Standard
	Students with Disabilities Red, Very Low 72.1 Points below Standard (Dashboard: 2018-19 data)	ELA Proficiency All students 47% Foster Youth 35.7% • iReady (Spring 2022)			Students with Disabilities Orange 50 Points below Standard (Dashboard: 2023-24 data)
	STAR Reading March 2021 percent proficient 42.4%ALL students 12.5%English Learners				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	40.9% Socioeconomically Disadvantaged 30.6% Hispanic 14.3% Native American 20% Students with Disabilities				
4A Statewide Assessments Mathematics	Academic Performance Indicator: Math ALL Students Yellow, Medium 16.2 Points below Standard American Indian Yellow, Low 84.8 Points below Standard Students with Disabilities Red, Very Low 103.1 Points below Standard English Learners Yellow, Low 42.9 Points below Standard	Academic Performance Indicator: Math CA Schools Dashboard not Available Local Indicator - Percent Proficient STAR Math Spring2 (May 2021) 28.8% ALL Students 11.4% American Indian 14.3% Students with Disabilities 10.4% English Learners 14.9% Socioeconomically Disadvantaged 17.9% Hispanic Math Proficiency			Academic Performance Indicator: Math ALL Students Green 5 Points below Standard American Indian Yellow 60 Points below Standard Students with Disabilities Orange 80 Points below Standard English Learners Yellow 25 Points below Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically Disadvantaged Yellow, Low 30 Points below Standard</p> <p>Hispanic Orange, 33.3 Points below Standard (Dashboard: 2018-19 data)</p> <p>STAR Reading March 2021 percent proficient</p> <p>32.9% ALL Students 10.9% American Indian 15% Students with Disabilities 12.6% English Learners 30.8% Socioeconomically Disadvantaged 19.6% Hispanic</p>	<p>All students 38.8% Foster Youth 20%%</p> <ul style="list-style-type: none"> iReady (Spring 2022) 			<p>Socioeconomically Disadvantaged Green 10 Points below Standard</p> <p>Hispanic Yellow, 20 Points below Standard (Dashboard: 2023-24 data)</p>
4B A-G Completion	Not Applicable/H.S Measure	Not Applicable/H.S Measure			Not Applicable/H.S Measure
4C Percentage of ELs making progress	4C Percentage of ELs making progress	4C Percentage of ELs making progress			4C Percentage of ELs making progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
towards English Proficiency 4D English Learner Reclassification Rate	towards English language proficiency 55.4%, High (Dashboard Fall 2019) 4D English Learner Reclassification Rate 26.5% (DataQuest 2019-20 data)	towards English language proficiency Dashboard Not Available Spring 2020 Testing Suspended 13.98% Level 4 - Proficient 33.66% Level 3 23.57% Level 2 19.79% Level 1 Summative ELPAC 2020-21 (DataQuest) 4D English Learner Reclassification Rate 7.5% (DataQuest 2020-21 data)			towards English language proficiency 58%, High (Dashboard Fall 2022) 4D English Learner Reclassification Rate 15% (2021-22 DataQuest)
4E AP Exam 4F College Preparedness	Not Applicable/H.S Measure	Not Applicable/H.S Measure			Not Applicable/H.S Measure
8 Pupil Outcomes	Learning in Broad Course of Study ELA 88% Math 87% Science 93% Social Studies 91%	Learning in Broad Course of Study ELA 96% Math 97% Science 98% Social Studies 97%			Learning in Broad Course of Study ELA 98% Math 98% Science 98% Social Studies 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	PE/Health 93% Arts 86% (Visual/Performing) ELD for ELs 79% Each Site have at least 1 Performance or Exhibit including Visual and/or Performing Arts (suspended due to COVID)	PE/Health 100% Arts 100% (Visual/Performing) ELD for ELs 100% (T2 Data) Each Site had at least 1 Performance or Exhibit including Visual and/or Performing Arts			PE/Health 100% Arts 100% (Visual/Performing) ELD for ELs 100% Each Site had at least 1 Performance or Exhibit including Visual and/or Performing Arts

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Implement PLC Process and MTSS/RTI	The District and Sites will . . . (1)Implement a Comprehensive PD Plan to build capacity of all staff (classified, certificated, and administration) (2) Administrators provided ongoing coaching to lead the work of PLCs & MTSS/RTI at their sites as the Instructional Leaders. (3)PD Materials/Supplies & Supplementary Materials (4)Implement MTSS/RTI for Academics with emphasis on Essentials Standards at each site (5)Implement Balanced Assessment Plan including Academic Screener 3 times per year, Formative, Interim, and Summative Assessments. (6)Local Assessment & Data Management Systems including access to local and state data for purposes of collaboration in monitoring and decision making. (7)Professional Learning Communities (District, Site, Teacher and Administrators) will actively collaborate around and make decisions based on data. (Weekly early release days are provided.)	\$328,670.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Aligned to Priority 4 Pupil Achievement Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p> <p>Aligned to Priority 8 Other Student Outcomes Metrics: Students making Learning in Broad Course of Study (T2 grades)</p>		
3.2	Replace Technology Devices	<p>Replacement of instructional technology to ensure access to up-to-date technology and regular academic use. (400 new iPads)</p> <p>Aligned to Priority 8 Other Student Outcomes Metrics: Students making Learning in Broad Course of Study (T2 grades)</p>	\$242,550.00	No
3.3	Provide targeted additional services	<p>The District will provide . . . (1)Summer Learning Opportunities (2)Targeted Interventions (before school, after school, Saturdays)</p> <p>Aligned to Priority 4 Pupil Achievement Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p> <p>Aligned to Priority 8 Other Student Outcomes Metrics: Students making Learning in Broad Course of Study (T2 grades)</p>	\$409,505.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Provide targeted additional services for English Learners	<p>The District will provide . . .</p> <p>(1) Summer Intensive ELD</p> <p>(2) Target Intervention services beyond the school day</p> <p>Aligned to Priority 4 Pupil Achievement Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p>	\$13,591.00	Yes
3.5	ELD Coaching & Supplementary Materials	<p>The District will provide . . .</p> <p>(Title III Funded)</p> <p>(1)ELD Consultant to provide training and coaching to support staff in effectively meeting the needs of their English Learners. (improving Designated and/or Integrated ELD, and EL Intervention)</p> <p>(2)ELD supplementary materials</p> <p>Aligned to Priority 4 Pupil Achievement Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p>	\$15,000.00	No
3.6	Instructional Aides	<p>Instructional Aides, principally directed for Unduplicated Students, will support small group instruction and assist in providing "just in time" supports in ELA, Math, and overall literacy. This action is principally directed to meet the needs of most at-risk students, our Unduplicated Students. Aides Salaries (# staff)</p> <p>Aligned to Priority 4 Pupil Achievement Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p>	\$617,069.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Aligned to Priority 8 Other Student Outcomes Metrics: Students making Learning in Broad Course of Study (T2 grades)		
3.7	Title I Program District Administrative Costs	Title I Program administrative costs. (Title I Funded)	\$33,877.00	No
3.8	Title I Homeless Set-Aside	Funds set aside to provide a variety of services to homeless students. Includes services to assist homeless students in meeting the State's challenging academic standards and other services to help homeless students effectively take advantage of educational opportunities. (see also Consolidated Application) (Title I Funded)	\$1,500.00	No

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.

This goal was implemented as planned in 2021-22 to support students making progress towards proficient ACHIEVEMENT of state adopted standards. There were no substantive differences in planned actions and actual implementation of these actions. Challenges experienced in implementing actions in Goal 3 were around the ongoing impact of COVID. There were challenges to in-person collaborations for staff and mingling students based on needs due to protocols necessary to limit the spread of the virus. Successes were experienced in the form of staff collaboration and professional learning pivoting to remote options when needed to continue to work. Success was also demonstrated through student growth with 47% of students scoring at or above their grade level (Spring iReady Reading Diagnostic) compared to 37.8% in the Winter administration. Similarly, 38.9% of students scored at or above their grade level in Math (Spring iReady Diagnostic) compared to Winter results of 25.5%.

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

Overall, there were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. Action 3.4 Provide targeted additional services for English Learners and Action 3.6 Instructional Aides are the only actions contributing to Increased and/or Improved Services. Action 3.8 Homeless

Set-Aside has a material difference. Each year in the Consolidated Application (ConApp), the District is required to set-aside some Title I Funds to support the needs of Homeless students throughout the District. Most expenditures are quite unpredictable as the number of Homeless students can vary greatly and do the needs of those students. All needs for our Homeless students were met through the actual expenditures and the coordination of services within the county.

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

Although most students experienced learning loss due to the impact of COVID19, students did make progress towards Proficient ACHIEVEMENT of State Standards as evidenced by growth from winter to spring in both ELA and Math on iReady Diagnostic Assessments. Actions in this goal work together to support students making progress towards proficient achievement.. For example, Action 2.4 Technology Devices made it possible for students to take adaptive assessments (included in Action 3.1) and staff to leverage that data through the Cycle of Continuous Improvement in Professional Learning Communities (Action 3.1).

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.

Changes to Planned Actions for 2022-23

Action 3.2 Replace Technology Devices budgeted amount is increased to \$242,550.

Action 3.4 Provide Targeted Additional Services for English Learners increased to \$13,591.

Action 3.5 ELD Coaching & Supplementary Materials budgeted amount is increased to \$15,000.

Action 3.6 Instructional Aides budgeted amount is increased to \$617,069.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1615971	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.77%	0.00%	\$0.00	9.77%

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

The District's Goals for its Unduplicated Students are the same as for All Students. However, often times, based on the needs of Unduplicated Students, actions need to put be in place to provide the necessary supports for the success of unduplicated students.

"Maslow's Hierarchy of Needs clearly communicates students' need for safety, Love/Belonging and Esteem must be met before we can expect them to be able to effectively participate in such endeavors as problem solving and creativity which are at the heart of the State Standards and 21st Century Learning. Further, The California Healthy Students Research Project in "Healthy Steps Toward Student Achievement" cites extensive research on the significance of positive school environments, the critical role a student's sense of connection plays, and the importance of caring interpersonal relationships. Based on research as well as input from staff, parents/community, and students, the District is placing a high priority on addressing the social-emotional/behavioral needs of our unduplicated students leading to attendance issues, suspensions, and bullying.

The Statewide initiative focusing scaling up MTSS is based on extensive research and served as a resource in the development and ongoing refinement of a systemic plan for a Multi-tiered System of Social/Emotional/Behavioral Supports. The research on the effectiveness of such a

system is extensive and very positive. The effectiveness of our system is evaluated and refined on an ongoing basis. Having a system of positive behavioral supports and intervention including exploring community resources is critical to meeting the needs of our Unduplicated Students (English Learners, Foster Youth, and Low Income) and increasing Student Engagement (State Priority 5) and ultimately State Priority 4 (Student Achievement). The effectiveness of a cohesive Multi-tiered System of Behavior Supports is well documented.

The National Center for Chronic Disease Prevention and Health Promotion (CDC) clearly communicates the evidenced link between physical activity and academic achievement. The research indicates that “Students who are physically active tend to have better grades, school attendance, cognitive performance (e.g., memory), and classroom behaviors (e.g., on-task behavior).

The implementation of counselors and an engaging PE program have been actions principally directed for unduplicated students in our district for the past several years with steps evidenced in closing gaps in engagement and academics based on CA Schools Dashboard 2019 metrics. Through the COVID pandemic, our unduplicated students have been significantly impacted. To provide even greater support to our unduplicated students, we began partnering our counselors and physical education teachers in 2021-22. PE teachers are provided the crosswalk for PE Standards and CASEL SEL Core Competencies (SHAPE America) and collaborate with counselors to embed SEL competencies into physical education addressing identified SEL needs of unduplicated students. Our unduplicated students often have the least opportunity to participate in physical activities such as team sports outside of the school setting. To support regular physical activity and the promotion of healthy life styles, which ultimately support academic achievement, the District is utilizing Supplemental and Concentration funds to provide an enriching physical education program including specialized PE staff and Fitness Zones. (LEA-Wide). These services are principally directed to support Unduplicated students in developing a healthy lifestyle, linked to State Priority 8 (Other Student Outcomes).

ACTION 2.2 Actively Engage Students in the Learning Process

The District and sites are working together to implement and refine Multi-Tiered System of Supports for Social Emotional and Behavioral needs. The District and sites develop SMART Goals and plans for celebrating and improving attendance. Engaging PE programs are provided at each site and District Counselors provide services and support at sites.

HOW SERVICES ARE PRINCIPALLY DIRECTED TO MEET THE DISTRICTS GOALS FOR UNDUPLICATED STUDENTS:

The needs of English Learners, Socioeconomically Disadvantaged Students, and Foster Youth were considered first in the development of this action. CA Schools Dashboard (2018) showed unduplicated students demonstrating higher rates of Chronic Absenteeism and Suspension. While All Students were in the Green (4.5%) for Chronic Absenteeism, English Learners were in the Red (11.1%). Foster Youth (9.1%) and Socioeconomically Disadvantaged (5.9%) were all in the Orange. In the Suspension Rate, All Students at 2.6% were in the Green, while Socioeconomically Disadvantaged (3.1%) were in Yellow and Foster Youth (3.6%) were in Orange. Implementation of counselors addressing social emotional needs and a comprehensive PE program engaging them in an active lifestyle showed gains in gaps

closing (CA Schools Dashboard 2019). Current local data (SchoolZilla) shows Chronic Absenteeism for All Students (26.5%), Foster (41.2%), English Learners (34.7%), and Socioeconomically Disadvantaged (25.9%). Suspension Rate (Schoolzilla, current local data) indicates Suspension Rates for All Students (3.5%), Foster Students (11.8%), and Socioeconomically Disadvantaged (2.9%).

Unduplicated Students have needs for health and wellness as well as social and emotional supports that go well beyond what all students need. During 2021-22, local data (Schoolzilla) showed the Chronic Absence and Suspension Rates for Foster Youth, English Learners, and Low-Income Students had increased. Our Unduplicated students had higher rates of staying in remote learning raising concerns about student connectedness. Students from low income families and students who are foster youth may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. Therefore, the needs of these students were considered first as services provided under Action 2.2 were developed. The services provided under Action 2.2 are designed to support Unduplicated students by providing English Learners, low income students, foster youth, and students experiencing Homelessness with supports designed to improve health, promote wellness and school attendance, decrease behavior incidents and suspensions, and increase engagement. Counselors will be trained in Trauma informed Practices and share these practices with staff. They support the social emotional learning on campus and provide individual and small group counseling services. Counselors and Physical Education teachers will collaborate on effective ways to integrate the non-academic skills of Social Emotional Learning (SEL) essential for success in school and beyond into physical education. PE teachers will provide an Engaging physical education experience while teaching students valuable life skills and encouraging them to live healthy, active lives.

HOW SERVICES ARE EFFECTIVE IN MEETING THE DISTRICT'S GOALS FOR UNDUPLICATED STUDENTS AND MOST EFFECTIVE USE OF FUNDS TO MEET THE GOALS FOR UNDUPLICATED STUDENTS:

The services provided to students under Action 2.2 are effective in meeting Goal 2 "Parents, Students, and the community will be ENGAGED to participate collaboratively in the educational process." Before students can make progress towards proficient achievement, they must be present and engaged. Higher Chronic Absenteeism and Suspension Rates are contrary to a successful learning experience. Data from the California School Dashboard indicated that Chronic Absenteeism declined for English Learners and students from low income families. Suspension Rates were also down for students from low income families and Foster Youth. English Learners increased. (2019 Dashboard) On the District's Local Survey, 86% of students indicated that having a PE teacher is important.

The effectiveness of these actions have been evidenced by improvement in closing gaps between unduplicated students and all students in chronic absenteeism, suspension rates, suspensions, and Academics (CA Schools Dashboard 2019). English Learners and Socioeconomically Disadvantaged Chronically Absent Rates dropped 11.1% and 3.1% respectively with both in the Blue while All Students were in Green. Suspension Rates dropped for Foster Youth to 0% (Blue) and for Socioeconomically Disadvantaged to 1.8% (Green). During the pandemic, unduplicated students have not had the same accessibility to these supports, often learning from remote settings. With the return to full in-person learning in 2021-22, student connectedness gains made for unduplicated students showed significant impact from the

isolation of the pandemic. The collaboration of PE and Counselor is expected to provide even greater results next year as unduplicated students are fully supported through these resources.

The metrics of Suspension Rate and Chronic Absenteeism Rate will continue to be utilized.

ACTION 3.6 Instructional Aides

School sites are provided Instructional Aides to support small group instruction and assist in providing "just in time" supports in ELA, Math, and overall literacy.

HOW SERVICES ARE PRINCIPALLY DIRECTED TO MEET THE DISTRICTS GOALS FOR UNDUPLICATED STUDENTS:

All students need access a broad, standards aligned instructional program in a way that is equitable and make progress towards achievement proficiency possible. Unduplicated Students (low-Income students, English Learners, Foster, and students experiencing Homelessness) have needs for instructional supports that go well beyond what all students need. Pre-Pandemic, CA Schools Dashboard (2018) showed unduplicated students demonstrating lower rates of meeting grade level standards in both ELA and Math. ELs and Socioeconomically Disadvantaged student groups were in the Yellow in ELA while the All Students group was in the Green. In Math, ELs and Socioeconomically Disadvantaged were in the Yellow, while again the All Students group was in the Green. Unduplicated students experienced significant learning loss due to the pandemic, with English Learners showing the greatest academic impact. Based on local data (iReady, Spring 2022, Schoolzilla), ELA Proficiency was 47% for All students, compared to English (14.2%) Learners, Foster Students (35.7%), and Socioeconomically Disadvantaged (46.3%). While math proficiency was lower for All Students (38.8%), Unduplicated Students are even more at risk (English Learners 8.7%, Foster Students 20%, and Socioeconomically Disadvantaged 20.4%).

Therefore, the needs of these students are considered first as services provided under Action 3.6 are developed. The actions and services under 3.6 are designed to support Unduplicated Students by providing them with greater access to small group instruction and "just in time" supports that allow them to access the standards aligned instruction in a way that is equitable to all students and assist them in making progress towards proficiency. Unduplicated Students often lack prerequisite skills and understanding to build on during new or first instruction. Small group instruction and additional scaffolds, available in the moment, during that instruction supports Unduplicated Students with support to access and master grade level standards and close student group learning gaps. Instructional Aides receive training in Direct Instruction Reading Mastery, a program with over 5 decades of research. Balanced Early literacy Training and strategies for foundational and prerequisite skills are provided. The Instructional Aides in the classroom reduce the student to adult ratio allowing for more adult interactions and timely supports both especially important for Unduplicated students. State Priority 2 (Implementation of State Standards) and State Priority 4 (Student Achievement) are strongly supported for Unduplicated Students through these services.

HOW SERVICES ARE EFFECTIVE IN MEETING THE DISTRICT'S GOALS FOR UNDUPLICATED STUDENTS AND MOST EFFECTIVE USE OF FUNDS TO MEET THE GOALS FOR UNDUPLICATED STUDENTS:

The services provided for unduplicated students under Action 3.6 are effective in meeting Goal 3 that “All students will make progress towards proficient ACHIEVEMENT of state adopted standards through data driven decision making.” Based on 2019 Dashboard, English Learners increased and Students from low-income families maintained in ELA. Both student groups increased in Math. 54.4% of English learners made progress on the state assessment for English learners (ELPAC) (2019 California School Dashboard). Student groups were making progress closing learning gaps pre-COVID. Instructional aides support of students is working well according to 80% of teachers and administrators. 91% of parents indicate their child is able to get help when needed (Parent Survey Winter 2022).

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

The LEA wide and school wide services provided in the LCAP are designed to support Unduplicated students and are effective in achieving the District's goals. Students who are English learners, from low-income families, and/or foster youth, face barriers to learning that students who are English only, live with their families, and have greater financial means do not. Principally directed services provided in the LCAP (Actions 2.2 and 3.6 above) are developed based on the needs of Unduplicated Students.

In Addition LCAP 3.4 Provide Targeted Additional Services for English Learners includes additional engaging learning opportunities to build background knowledge, vocabulary, and support for closing learning and experience gaps for English Learners. Specific objectives for sessions are based on timely actionable data and focused on the current needs of the English Learners participating.

Taken together, the LEA and/or school wide services discussed above, along with Action 3.4 limited to Unduplicated student group (English Learners) provide a increase to services for Unduplicated pupils that is equal to or greater than the required "Percentage to Increase or Improve Services" shown above.

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

The District does not receive concentration grand add-on funding. Therefore, no applicable.

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,306,716.00	\$494,505.00		\$369,574.00	\$3,170,795.00	\$2,087,116.00	\$1,083,679.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Provide all students access to Basic Services	All	\$258,113.00	\$100,000.00		\$50,000.00	\$408,113.00
1	1.2	Continue to Implement State Standards including programs/services that enable English Learners to access CA and ELD Standard.	All					\$0.00
1	1.3	Broad Course of Study	All					\$0.00
2	2.1	Actively Engage Parents in the Learning Process	All	\$6,000.00			\$9,000.00	\$15,000.00
2	2.2	Actively Engage Students in the Learning Process	English Learners Foster Youth Low Income	\$999,904.00				\$999,904.00
2	2.3	Create and sustain a School Climate of Safety and Connectedness	All	\$68,369.00			\$17,647.00	\$86,016.00
3	3.1	Implement PLC Process and MTSS/RTI	All	\$328,670.00				\$328,670.00
3	3.2	Replace Technology Devices	All				\$242,550.00	\$242,550.00
3	3.3	Provide targeted additional services	All	\$15,000.00	\$394,505.00			\$409,505.00
3	3.4	Provide targeted additional services for English Learners	English Learners	\$13,591.00				\$13,591.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	ELD Coaching & Supplementary Materials	English Learners				\$15,000.00	\$15,000.00
3	3.6	Instructional Aides	English Learners Foster Youth Low Income	\$617,069.00				\$617,069.00
3	3.7	Title I Program District Administrative Costs	Low Income Students				\$33,877.00	\$33,877.00
3	3.8	Title I Homeless Set-Aside	Homeless				\$1,500.00	\$1,500.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
16540136	1615971	9.77%	0.00%	9.77%	\$1,630,564.00	0.00%	9.86 %	Total:	\$1,630,564.00
								LEA-wide Total:	\$1,616,973.00
								Limited Total:	\$13,591.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Actively Engage Students in the Learning Process	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$999,904.00	
3	3.4	Provide targeted additional services for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$13,591.00	
3	3.6	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$617,069.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,048,970.00	\$3,116,320.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Provide all students access to Basic Services	No	\$402,235.00	402,235
1	1.2	Continue to Implement State Standards including programs/services that enable English Learners to access CA and ELD Standard.	No	\$0.00	0
1	1.3	Broad Course of Study	No	\$0.00	0
2	2.1	Actively Engage Parents in the Learning Process	No	\$6,000.00	10,578
2	2.2	Actively Engage Students in the Learning Process	Yes	\$945,280.00	978,923
2	2.3	Create and sustain a School Climate of Safety and Connectedness	No	\$65,000.00	85,594
3	3.1	Implement PLC Process and MTSS/RTI	No	\$328,670.00	328,000
3	3.2	Replace Technology Devices	No	\$224,000.00	228,520
3	3.3	Provide targeted additional services	No	\$409,505.00	409,505

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Provide targeted additional services for English Learners	Yes	\$9,215.00	10,591
3	3.5	ELD Coaching & Supplementary Materials	No	\$8,945.00	8,945
3	3.6	Instructional Aides	Yes	\$614,743.00	617,069
3	3.7	Title I Program District Administrative Costs	No	\$33,877.00	35,410
3	3.8	Title I Homeless Set-Aside	No	\$1,500.00	950

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,537,182	\$1,569,238.00	\$1,606,583.00	(\$37,345.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Actively Engage Students in the Learning Process	Yes	\$945,280.00	\$978,923.00		
3	3.4	Provide targeted additional services for English Learners	Yes	\$9,215.00	\$10,591		
3	3.6	Instructional Aides	Yes	\$614,743.00	\$617,069.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$15,675,932	\$1,537,182	0	9.81%	\$1,606,583.00	0.00%	10.25%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

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

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022

Budget, July 1
Budget 2022-23
Technical Review Checks
Phase - All
Display - All Technical Checks

Central Union Elementary

Kings County

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

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

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

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

IMPORT CHECKS

CHECKFUND - (Fatal) - All FUND codes must be valid.	<u>Passed</u>
CHECKRESOURCE - (Warning) - All RESOURCE codes must be valid.	<u>Passed</u>
CHK-RS-LOCAL-DEFINED - (Fatal) - All locally defined resource codes must roll up to a CDE defined resource code.	<u>Passed</u>
CHECKGOAL - (Fatal) - All GOAL codes must be valid.	<u>Passed</u>
CHECKFUNCTION - (Fatal) - All FUNCTION codes must be valid.	<u>Passed</u>
CHECKOBJECT - (Fatal) - All OBJECT codes must be valid.	<u>Passed</u>
CHK-FUNDxOBJECT - (Fatal) - All FUND and OBJECT account code combinations must be valid.	<u>Passed</u>
CHK-FDXRS7690xOB8590 - (Fatal) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions.	<u>Passed</u>
CHK-FUNDxRESOURCE - (Warning) - All FUND and RESOURCE account code combinations should be valid.	<u>Passed</u>
CHK-FUNDxGOAL - (Warning) - All FUND and GOAL account code combinations should be valid.	<u>Passed</u>
CHK-FUNDxFUNCTION-A - (Warning) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid.	<u>Passed</u>
CHK-FUNDxFUNCTION-B - (Fatal) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid.	<u>Passed</u>
CHK-RESOURCExOBJECTA - (Warning) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid.	<u>Passed</u>
CHK-RESOURCExOBJECTB - (Informational) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid.	<u>Passed</u>

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

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

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

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

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

GENERAL LEDGER CHECKS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EFB-POSITIVE - (Warning) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

OBJ-POSITIVE - (Warning) - All applicable objects should have a positive balance by resource, by fund. **Passed**

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

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

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

SUPPLEMENTAL CHECKS

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

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

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

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

EXPORT VALIDATION CHECKS

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

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

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

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

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

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

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

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

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

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

ANNUAL BUDGET REPORT:

July 1, 2022 Budget Adoption

Insert "X" in applicable boxes:

X

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

X

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

Budget available for inspection at:

Place: Central Union School District

Date: June 09, 2022

Adoption Date: June 15, 2022

Signed: _____

Clerk/Secretary of the Governing Board

(Original signature required)

Public Hearing:

Place: Central Union School District

Date: June 13, 2022

Time: 06:00 PM

Contact person for additional information on the budget reports:

Name: Teresa Santamaria

Telephone: 559-925-2620

Title: Chief Business Official

E-mail: Tsantama@central.k12.ca.us

Criteria and Standards Review Summary

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

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	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 (2021-22) 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)		X
S9	Local Control and Accountability Plan (LCAP)	Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Approval date for adoption of the LCAP or approval of an update to the LCAP:	Jun 15, 2022	
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
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G = General Ledger Data; S =
Supplemental Data

Form	Description	Data Supplied For:	
		2021-22 Estimated Actuals	2022-23 Budget
X 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		
X 13	Cafeteria Special Revenue Fund	G	G
X 14	Deferred Maintenance Fund	G	G
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects		
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
X 20	Special Reserve Fund for Postemployment Benefits	G	G
21	Building Fund		
X 25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
X 35	County School Facilities Fund	G	G
X 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		
X A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		

CASH	Cashflow Worksheet		
X CB	Budget Certification		S
X CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	GS	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		GS
CHG	Change Order Form		
DEBT	Schedule of Long-Term Liabilities		
ESMOE	Every Student Succeeds Act Maintenance of Effort	G	
ICR	Indirect Cost Rate Worksheet	GS	
L	Lottery Report	G	
X MYP	Multiyear Projections - General Fund		GS
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals	G	
SIAB	Summary of Interfund Activities - Budget		G
X 01CS	Criteria and Standards Review	GS	GS

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 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	17,470,040.00	0.00	17,470,040.00	18,550,555.00	0.00	18,550,555.00	6.2%
2) Federal Revenue		8100-8299	7,717,161.76	2,261,435.87	9,978,597.63	8,431,694.76	1,721,482.86	10,153,177.62	1.7%
3) Other State Revenue		8300-8599	336,140.00	2,476,077.00	2,812,217.00	336,140.00	2,476,077.00	2,812,217.00	0.0%
4) Other Local Revenue		8600-8799	329,291.39	580,006.00	909,297.39	207,541.39	580,006.00	787,547.39	-13.4%
5) TOTAL, REVENUES			25,852,633.15	5,317,518.87	31,170,152.02	27,525,931.15	4,777,565.86	32,303,497.01	3.6%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	11,054,131.60	1,743,993.43	12,798,125.03	11,823,371.50	1,625,393.33	13,448,764.83	5.1%
2) Classified Salaries		2000-2999	3,433,809.11	568,704.46	4,002,513.57	3,588,441.09	540,395.46	4,128,836.55	3.2%
3) Employee Benefits		3000-3999	6,645,783.60	2,185,216.86	8,831,000.46	6,837,203.00	2,303,804.36	9,141,007.36	3.5%
4) Books and Supplies		4000-4999	509,225.45	899,086.32	1,408,311.77	708,639.85	786,520.26	1,495,160.11	6.2%
5) Services and Other Operating Expenditures		5000-5999	2,302,436.81	1,535,712.18	3,838,148.99	2,408,347.31	1,025,311.00	3,433,658.31	-10.5%
6) Capital Outlay		6000-6999	215,500.00	491,193.81	706,693.81	33,500.00	379,228.67	412,728.67	-41.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	78,485.00	239,152.00	317,637.00	78,485.00	232,792.00	311,277.00	-2.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			24,239,371.57	7,663,059.06	31,902,430.63	25,477,987.75	6,893,445.08	32,371,432.83	1.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,613,261.58	(2,345,540.19)	(732,278.61)	2,047,943.40	(2,115,879.22)	(67,935.82)	-90.7%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	4,303,182.00	0.00	4,303,182.00	303,182.00	0.00	303,182.00	-93.0%
b) Transfers Out		7600-7629	1,205,913.72	0.00	1,205,913.72	495,076.01	0.00	495,076.01	-58.9%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(2,178,482.68)	2,178,482.68	0.00	(2,178,482.68)	2,178,482.68	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			918,785.60	2,178,482.68	3,097,268.28	(2,370,376.69)	2,178,482.68	(191,894.01)	-106.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,532,047.18	(167,057.51)	2,364,989.67	(322,433.29)	62,603.46	(259,829.83)	-111.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	13,543,730.41	941,994.85	14,485,725.26	16,075,777.59	774,937.34	16,850,714.93	16.3%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 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) 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)			13,543,730.41	941,994.85	14,485,725.26	16,075,777.59	774,937.34	16,850,714.93	16.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,543,730.41	941,994.85	14,485,725.26	16,075,777.59	774,937.34	16,850,714.93	16.3%
2) Ending Balance, June 30 (E + F1e)			16,075,777.59	774,937.34	16,850,714.93	15,753,344.30	837,540.80	16,590,885.10	-1.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,500.00	0.00	2,500.00	2,500.00	0.00	2,500.00	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	774,937.34	774,937.34	0.00	837,540.80	837,540.80	8.1%
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	3,000,000.00	0.00	3,000,000.00	3,000,000.00	0.00	3,000,000.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	995,000.00	0.00	995,000.00	990,000.00	0.00	990,000.00	-0.5%
Unassigned/Unappropriated Amount		9790	12,078,277.59	0.00	12,078,277.59	11,760,844.30	0.00	11,760,844.30	-2.6%
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				

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) 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				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	10,369,591.00	0.00	10,369,591.00	13,597,421.00	0.00	13,597,421.00	31.1%
Education Protection Account State Aid - Current Year		8012	6,419,283.00	0.00	6,419,283.00	4,334,267.00	0.00	4,334,267.00	-32.5%
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	7,298.00	0.00	7,298.00	7,298.00	0.00	7,298.00	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	875,557.00	0.00	875,557.00	813,258.00	0.00	813,258.00	-7.1%
Unsecured Roll Taxes		8042	49,124.00	0.00	49,124.00	49,124.00	0.00	49,124.00	0.0%
Prior Years' Taxes		8043	5,651.00	0.00	5,651.00	5,651.00	0.00	5,651.00	0.0%
Supplemental Taxes		8044	27,564.00	0.00	27,564.00	27,564.00	0.00	27,564.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 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)	
Education Revenue Augmentation Fund (ERAF)		8045	(289,401.00)	0.00	(289,401.00)	(289,401.00)	0.00	(289,401.00)	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	5,373.00	0.00	5,373.00	5,373.00	0.00	5,373.00	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			17,470,040.00	0.00	17,470,040.00	18,550,555.00	0.00	18,550,555.00	6.2%
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			17,470,040.00	0.00	17,470,040.00	18,550,555.00	0.00	18,550,555.00	6.2%
FEDERAL REVENUE									
Maintenance and Operations		8110	7,162,064.00	0.00	7,162,064.00	7,876,597.00	0.00	7,876,597.00	10.0%
Special Education Entitlement		8181	0.00	72,811.00	72,811.00	0.00	85,756.99	85,756.99	17.8%
Special Education Discretionary Grants		8182	0.00	20,976.00	20,976.00	0.00	75,483.20	75,483.20	259.9%
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		390,535.00	390,535.00		342,631.00	342,631.00	-12.3%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		50,357.00	50,357.00		50,988.00	50,988.00	1.3%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290		15,215.00	15,215.00		15,093.00	15,093.00	-0.8%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 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 NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		30,971.00	30,971.00		30,846.00	30,846.00	-0.4%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	555,097.76	1,680,570.87	2,235,668.63	555,097.76	1,120,684.67	1,675,782.43	-25.0%
TOTAL, FEDERAL REVENUE			7,717,161.76	2,261,435.87	9,978,597.63	8,431,694.76	1,721,482.86	10,153,177.62	1.7%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	59,940.00	0.00	59,940.00	59,940.00	0.00	59,940.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	274,200.00	89,572.00	363,772.00	274,200.00	89,572.00	363,772.00	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		50,250.00	50,250.00		50,250.00	50,250.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,000.00	2,336,255.00	2,338,255.00	2,000.00	2,336,255.00	2,338,255.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 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)	
TOTAL, OTHER STATE REVENUE			336,140.00	2,476,077.00	2,812,217.00	336,140.00	2,476,077.00	2,812,217.00	0.0%
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	220,000.00	0.00	220,000.00	100,000.00	0.00	100,000.00	-54.5%
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: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 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)	
All Other Local Revenue		8699	109,291.39	0.00	109,291.39	107,541.39	0.00	107,541.39	-1.6%
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		580,006.00	580,006.00		580,006.00	580,006.00	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			329,291.39	580,006.00	909,297.39	207,541.39	580,006.00	787,547.39	-13.4%
TOTAL, REVENUES			25,852,633.15	5,317,518.87	31,170,152.02	27,525,931.15	4,777,565.86	32,303,497.01	3.6%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	8,933,620.50	1,579,978.13	10,513,598.63	9,712,599.50	1,442,112.13	11,154,711.63	6.1%
Certificated Pupil Support Salaries		1200	250,256.40	47,259.00	297,515.40	269,910.00	66,524.20	336,434.20	13.1%
Certificated Supervisors' and Administrators' Salaries		1300	1,313,946.00	28,000.00	1,341,946.00	1,254,158.00	28,000.00	1,282,158.00	-4.5%
Other Certificated Salaries		1900	556,308.70	88,756.30	645,065.00	586,704.00	88,757.00	675,461.00	4.7%
TOTAL, CERTIFICATED SALARIES			11,054,131.60	1,743,993.43	12,798,125.03	11,823,371.50	1,625,393.33	13,448,764.83	5.1%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	617,069.00	332,120.84	949,189.84	625,228.41	285,886.84	911,115.25	-4.0%
Classified Support Salaries		2200	885,224.00	86,228.00	971,452.00	718,688.16	89,669.00	808,357.16	-16.8%
Classified Supervisors' and Administrators' Salaries		2300	378,537.00	77,196.00	455,733.00	383,866.00	90,359.00	474,225.00	4.1%
Clerical, Technical and Office Salaries		2400	702,803.11	54,915.50	757,718.61	811,766.96	56,236.50	868,003.46	14.6%
Other Classified Salaries		2900	850,176.00	18,244.12	868,420.12	1,048,891.56	18,244.12	1,067,135.68	22.9%
TOTAL, CLASSIFIED SALARIES			3,433,809.11	568,704.46	4,002,513.57	3,588,441.09	540,395.46	4,128,836.55	3.2%
EMPLOYEE BENEFITS									

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 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)	
STRS		3101-3102	2,008,600.27	1,768,692.97	3,777,293.24	2,133,664.00	1,757,457.00	3,891,121.00	3.0%
PERS		3201-3202	810,407.44	115,220.61	925,628.05	831,232.00	116,421.00	947,653.00	2.4%
OASDI/Medicare/Alternative		3301-3302	397,419.39	51,463.53	448,882.92	434,227.00	48,941.45	483,168.45	7.6%
Health and Welfare Benefits		3401-3402	2,797,667.00	214,433.00	3,012,100.00	2,784,876.00	353,191.00	3,138,067.00	4.2%
Unemployment Insurance		3501-3502	170,771.71	17,381.33	188,153.04	76,053.00	9,421.00	85,474.00	-54.6%
Workers' Compensation		3601-3602	170,784.79	18,025.42	188,810.21	287,018.00	18,372.91	305,390.91	61.7%
OPEB, Allocated		3701-3702	290,133.00	0.00	290,133.00	290,133.00	0.00	290,133.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			6,645,783.60	2,185,216.86	8,831,000.46	6,837,203.00	2,303,804.36	9,141,007.36	3.5%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	339,572.00	339,572.00	40,006.16	431,485.84	471,492.00	38.8%
Books and Other Reference Materials		4200	0.00	6,400.00	6,400.00	0.00	0.00	0.00	-100.0%
Materials and Supplies		4300	397,627.69	525,199.91	922,827.60	487,683.69	327,120.01	814,803.70	-11.7%
Noncapitalized Equipment		4400	111,597.76	27,914.41	139,512.17	180,950.00	27,914.41	208,864.41	49.7%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			509,225.45	899,086.32	1,408,311.77	708,639.85	786,520.26	1,495,160.11	6.2%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	295,990.00	338,978.00	634,968.00	278,337.00	188,978.00	467,315.00	-26.4%
Travel and Conferences		5200	35,821.00	8,574.00	44,395.00	31,176.00	6,754.00	37,930.00	-14.6%
Dues and Memberships		5300	64,080.00	2,260.00	66,340.00	39,350.00	300.00	39,650.00	-40.2%
Insurance		5400 - 5450	187,252.31	0.00	187,252.31	187,252.31	0.00	187,252.31	0.0%
Operations and Housekeeping Services		5500	582,987.86	0.00	582,987.86	654,360.00	0.00	654,360.00	12.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	125,500.00	70,000.00	195,500.00	129,700.00	70,000.00	199,700.00	2.1%
Transfers of Direct Costs		5710	(2,005.86)	0.00	(2,005.86)	0.00	0.00	0.00	-100.0%
Transfers of Direct Costs - Interfund		5750	(1,135.50)	0.00	(1,135.50)	0.00	0.00	0.00	-100.0%
Professional/Consulting Services and Operating Expenditures		5800	964,062.00	1,110,600.18	2,074,662.18	1,025,937.00	753,979.00	1,779,916.00	-14.2%
Communications		5900	49,885.00	5,300.00	55,185.00	62,235.00	5,300.00	67,535.00	22.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,302,436.81	1,535,712.18	3,838,148.99	2,408,347.31	1,025,311.00	3,433,658.31	-10.5%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 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)	
Buildings and Improvements of Buildings		6200	0.00	447,465.14	447,465.14	0.00	335,500.00	335,500.00	-25.0%
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	15,500.00	23,728.67	39,228.67	33,500.00	23,728.67	57,228.67	45.9%
Equipment Replacement		6500	200,000.00	20,000.00	220,000.00	0.00	20,000.00	20,000.00	-90.9%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			215,500.00	491,193.81	706,693.81	33,500.00	379,228.67	412,728.67	-41.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	78,485.00	239,152.00	317,637.00	78,485.00	232,792.00	311,277.00	-2.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
All Other Transfers	All Other	7221-7223	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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 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 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)			78,485.00	239,152.00	317,637.00	78,485.00	232,792.00	311,277.00	-2.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			24,239,371.57	7,663,059.06	31,902,430.63	25,477,987.75	6,893,445.08	32,371,432.83	1.5%
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	4,303,182.00	0.00	4,303,182.00	303,182.00	0.00	303,182.00	-93.0%
(a) TOTAL, INTERFUND TRANSFERS IN			4,303,182.00	0.00	4,303,182.00	303,182.00	0.00	303,182.00	-93.0%
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	205,913.72	0.00	205,913.72	0.00	0.00	0.00	-100.0%
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	222,585.29	0.00	222,585.29	New
Other Authorized Interfund Transfers Out		7619	1,000,000.00	0.00	1,000,000.00	272,490.72	0.00	272,490.72	-72.8%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,205,913.72	0.00	1,205,913.72	495,076.01	0.00	495,076.01	-58.9%
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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 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)	
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	(2,178,482.68)	2,178,482.68	0.00	(2,178,482.68)	2,178,482.68	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			(2,178,482.68)	2,178,482.68	0.00	(2,178,482.68)	2,178,482.68	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			918,785.60	2,178,482.68	3,097,268.28	(2,370,376.69)	2,178,482.68	(191,894.01)	-106.2%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
6300	Lottery: Instructional Materials	159,986.86	90,572.00
6500	Special Education	0.00	224,644.60
7311	Classified School Employee Professional Development Block Grant	18,073.00	18,073.00
7415	Classified School Employee Summer Assistance Program	27.54	55.08
7425	Expanded Learning Opportunities (ELO) Grant	73,424.15	0.00
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	24,466.03	24,466.03
7510	Low-Performing Students Block Grant	10,322.00	10,322.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	481,901.80	462,672.13
9010	Other Restricted Local	6,735.96	6,735.96
Total, Restricted Balance		774,937.34	837,540.80

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	765,000.00	765,000.00	0.0%
3) Other State Revenue		8300-8599	100,000.00	100,000.00	0.0%
4) Other Local Revenue		8600-8799	306,000.00	20,500.00	-93.3%
5) TOTAL, REVENUES			1,171,000.00	885,500.00	-24.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	490,502.00	437,351.00	-10.8%
3) Employee Benefits		3000-3999	242,889.00	215,442.00	-11.3%
4) Books and Supplies		4000-4999	434,735.67	434,735.67	0.0%
5) Services and Other Operating Expenditures		5000-5999	25,035.50	23,900.00	-4.5%
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			1,193,162.17	1,111,428.67	-6.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(22,162.17)	(225,928.67)	919.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	222,585.29	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	222,585.29	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(22,162.17)	(3,343.38)	-84.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	38,007.45	15,845.28	-58.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			38,007.45	15,845.28	-58.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			38,007.45	15,845.28	-58.3%
2) Ending Balance, June 30 (E + F1e)			15,845.28	12,501.90	-21.1%
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	11,861.74	8,518.36	-28.2%
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	3,983.54	3,983.54	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	765,000.00	765,000.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			765,000.00	765,000.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	100,000.00	100,000.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			100,000.00	100,000.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	303,700.00	20,000.00	-93.4%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	2,300.00	500.00	-78.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			306,000.00	20,500.00	-93.3%
TOTAL, REVENUES			1,171,000.00	885,500.00	-24.4%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	322,289.00	343,925.00	6.7%
Classified Supervisors' and Administrators' Salaries		2300	58,231.00	62,377.00	7.1%
Clerical, Technical and Office Salaries		2400	109,982.00	31,049.00	-71.8%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			490,502.00	437,351.00	-10.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	111,113.00	92,059.00	-17.1%
OASDI/Medicare/Alternative		3301-3302	37,103.00	33,037.00	-11.0%
Health and Welfare Benefits		3401-3402	82,719.00	82,719.00	0.0%
Unemployment Insurance		3501-3502	6,039.00	2,240.00	-62.9%
Workers' Compensation		3601-3602	5,915.00	5,387.00	-8.9%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			242,889.00	215,442.00	-11.3%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	30,000.00	30,000.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	404,735.67	404,735.67	0.0%
TOTAL, BOOKS AND SUPPLIES			434,735.67	434,735.67	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,000.00	1,000.00	0.0%
Dues and Memberships		5300	400.00	400.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	11,000.00	11,000.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,135.50	0.00	-100.0%
Professional/Consulting Services and Operating Expenditures		5800	11,500.00	11,500.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			25,035.50	23,900.00	-4.5%
CAPITAL OUTLAY					
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%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,193,162.17	1,111,428.67	-6.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	222,585.29	New
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	222,585.29	New
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	222,585.29	New

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	7,602.56	0.00
5330	Child Nutrition: Summer Food Service Program Operations	4,259.18	8,518.36
Total, Restricted Balance		11,861.74	8,518.36

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,400.00	2,400.00	0.0%
5) TOTAL, REVENUES			2,400.00	2,400.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	10,000.00	10,000.00	0.0%
6) Capital Outlay		6000-6999	180,000.00	1,040,000.00	477.8%
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			190,000.00	1,050,000.00	452.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(187,600.00)	(1,047,600.00)	458.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,000,000.00	0.00	-100.0%
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			1,000,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			812,400.00	(1,047,600.00)	-229.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	461,287.85	1,273,687.85	176.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			461,287.85	1,273,687.85	176.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			461,287.85	1,273,687.85	176.1%
2) Ending Balance, June 30 (E + F1e)			1,273,687.85	226,087.85	-82.2%
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	930,000.00	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	343,687.85	226,087.85	-34.2%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) 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		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	2,400.00	2,400.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,400.00	2,400.00	0.0%
TOTAL, REVENUES			2,400.00	2,400.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	10,000.00	10,000.00	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	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			10,000.00	10,000.00	0.0%
CAPITAL OUTLAY					
Land Improvements		6170	115,000.00	975,000.00	747.8%
Buildings and Improvements of Buildings		6200	35,000.00	35,000.00	0.0%
Equipment		6400	30,000.00	30,000.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			180,000.00	1,040,000.00	477.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			190,000.00	1,050,000.00	452.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	1,000,000.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			1,000,000.00	0.00	-100.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			1,000,000.00	0.00	-100.0%

2022-23 Budget, July 1
 Deferred Maintenance Fund
 Restricted Detail

1663883000000
 Form 14
 D8BZ3KSJ1N(2022-23)

Central Union Elementary
 Kings County

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	930,000.00	0.00
Total, Restricted Balance		930,000.00	0.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	8,000.00	8,000.00	0.0%
5) TOTAL, REVENUES			8,000.00	8,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			8,000.00	8,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	205,913.72	272,490.72	32.3%
b) Transfers Out		7600-7629	303,182.00	303,182.00	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			(97,268.28)	(30,691.28)	-68.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(89,268.28)	(22,691.28)	-74.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	111,959.56	22,691.28	-79.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			111,959.56	22,691.28	-79.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			111,959.56	22,691.28	-79.7%
2) Ending Balance, June 30 (E + F1e)			22,691.28	0.00	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	22,691.28	0.00	-100.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
		9111	0.00		
b) in Banks					
		9120	0.00		
c) in Revolving Cash Account					
		9130	0.00		
d) with Fiscal Agent/Trustee					
		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	8,000.00	8,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			8,000.00	8,000.00	0.0%
TOTAL, REVENUES			8,000.00	8,000.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	205,913.72	272,490.72	32.3%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			205,913.72	272,490.72	32.3%
INTERFUND TRANSFERS OUT					
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	303,182.00	303,182.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			303,182.00	303,182.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(97,268.28)	(30,691.28)	-68.4%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	7,400.00	7,400.00	0.0%
5) TOTAL, REVENUES			7,400.00	7,400.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	1,250.00	1,250.00	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			1,250.00	1,250.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			6,150.00	6,150.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6,150.00	6,150.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	48,795.86	54,945.86	12.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			48,795.86	54,945.86	12.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			48,795.86	54,945.86	12.6%
2) Ending Balance, June 30 (E + F1e)			54,945.86	61,095.86	11.2%
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	54,945.86	61,095.86	11.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	400.00	400.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	7,000.00	7,000.00	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			7,400.00	7,400.00	0.0%
TOTAL, REVENUES			7,400.00	7,400.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,250.00	1,250.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,250.00	1,250.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,250.00	1,250.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	7,400.00	7,400.00	0.0%
5) TOTAL, REVENUES			7,400.00	7,400.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	1,250.00	1,250.00	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			1,250.00	1,250.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			6,150.00	6,150.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6,150.00	6,150.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	48,795.86	54,945.86	12.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			48,795.86	54,945.86	12.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			48,795.86	54,945.86	12.6%
2) Ending Balance, June 30 (E + F1e)			54,945.86	61,095.86	11.2%
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	54,945.86	61,095.86	11.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	400.00	400.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	7,000.00	7,000.00	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			7,400.00	7,400.00	0.0%
TOTAL, REVENUES			7,400.00	7,400.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,250.00	1,250.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,250.00	1,250.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,250.00	1,250.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

2022-23 Budget, July 1
 Capital Facilities Fund
 Restricted Detail

1663883000000
 Form 25
 D8BZ3KSJ1N(2022-23)

Central Union Elementary
 Kings County

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
9010	Other Restricted Local	54,945.86	61,095.86
Total, Restricted Balance		54,945.86	61,095.86

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	26,000.00	26,000.00	0.0%
5) TOTAL, REVENUES			26,000.00	26,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	2,000.00	2,000.00	0.0%
6) Capital Outlay		6000-6999	292,891.25	292,891.25	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			294,891.25	294,891.25	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(268,891.25)	(268,891.25)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	4,000,000.00	0.00	-100.0%
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			(4,000,000.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,268,891.25)	(268,891.25)	-93.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,133,636.04	864,744.79	-83.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,133,636.04	864,744.79	-83.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,133,636.04	864,744.79	-83.2%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,000.00	2,000.00	100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	863,744.79	593,853.54	-31.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) 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		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	26,000.00	26,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			26,000.00	26,000.00	0.0%
TOTAL, REVENUES			26,000.00	26,000.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,000.00	2,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,000.00	2,000.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	292,891.25	292,891.25	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%
TOTAL, CAPITAL OUTLAY			292,891.25	292,891.25	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			294,891.25	294,891.25	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	4,000,000.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			4,000,000.00	0.00	-100.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(4,000,000.00)	0.00	-100.0%

2022-23 Budget, July 1
 County School Facilities Fund
 Restricted Detail

1663883000000
 Form 35
 D8BZ3KSJ1N(2022-23)

Central Union Elementary
 Kings County

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
7710	State School Facilities Projects	1,000.00	2,000.00
Total, Restricted Balance		1,000.00	2,000.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,000.00	1,000.00	0.0%
5) TOTAL, REVENUES			1,000.00	1,000.00	0.0%
B. EXPENDITURES					
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	6,000.00	6,000.00	0.0%
6) Capital Outlay		6000-6999	70,212.44	70,212.44	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			76,212.44	76,212.44	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(75,212.44)	(75,212.44)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(75,212.44)	(75,212.44)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	163,392.49	88,180.05	-46.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			163,392.49	88,180.05	-46.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			163,392.49	88,180.05	-46.0%
2) Ending Balance, June 30 (E + F1e)			88,180.05	12,967.61	-85.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	88,180.05	12,967.61	-85.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,000.00	1,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,000.00	1,000.00	0.0%
TOTAL, REVENUES			1,000.00	1,000.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	6,000.00	6,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			6,000.00	6,000.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	70,212.44	70,212.44	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%
TOTAL, CAPITAL OUTLAY			70,212.44	70,212.44	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			76,212.44	76,212.44	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: Special Reserve Fund 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%
INTERFUND TRANSFERS OUT					
From: Special Reserve Fund To: General Fund/CSSF		7612	0.00	0.00	0.0%
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	1,597.51	1,597.51	1,810.41	1,597.51	1,597.51	1,739.44
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0.00
3. Total Basic Aid Open Enrollment Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0.00
4. Total, District Regular ADA (Sum of Lines A1 through A3)	1,597.51	1,597.51	1,810.41	1,597.51	1,597.51	1,739.44
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	6.15	6.15	6.15	6.15	6.15	6.15
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	6.15	6.15	6.15	6.15	6.15	6.15

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	1,603.66	1,603.66	1,816.56	1,603.66	1,603.66	1,745.59
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA a. County Group Home and Institution Pupils b. Juvenile Halls, Homes, and Camps c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c) (4)(A)] d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA a. County Community Schools b. Special Education-Special Day Class c. Special Education-NPS/LCI d. Special Education Extended Year e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools f. County School Tuition Fund(Out of State Tuition) [EC 2000 and 46380] g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c) (4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c) (4)(A)]						

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	18,550,555.00	1.79%	18,882,523.00	-0.40%	18,807,031.00
2. Federal Revenues	8100-8299	8,431,694.76	0.00%	8,431,694.76	-0.01%	8,431,094.76
3. Other State Revenues	8300-8599	336,140.00	5.38%	354,224.00	4.02%	368,464.00
4. Other Local Revenues	8600-8799	207,541.39	-3.63%	200,000.00	0.00%	200,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	303,182.00	0.00%	303,182.00	0.00%	303,182.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(2,178,482.68)	0.00%	(2,178,482.68)	0.00%	(2,178,482.68)
6. Total (Sum lines A1 thru A5c)		25,650,630.47	1.34%	25,993,141.08	-0.24%	25,931,289.08
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				11,823,371.50		12,059,838.50
b. Step & Column Adjustment				236,467.00		241,196.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	11,823,371.50	2.00%	12,059,838.50	2.00%	12,301,034.50
2. Classified Salaries						
a. Base Salaries				3,588,441.09		3,660,210.09
b. Step & Column Adjustment				71,769.00		73,204.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,588,441.09	2.00%	3,660,210.09	2.00%	3,733,414.09
3. Employee Benefits	3000-3999	6,837,203.00	2.00%	6,974,038.00	2.00%	7,113,520.00
4. Books and Supplies	4000-4999	708,639.85	3.14%	730,890.00	1.97%	745,289.00
5. Services and Other Operating Expenditures	5000-5999	2,408,347.31	3.14%	2,483,969.62	1.97%	2,532,904.00
6. Capital Outlay	6000-6999	33,500.00	19.40%	40,000.00	0.00%	40,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	78,485.00	0.00%	78,485.00	0.00%	78,485.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%		0.00%	
9. Other Financing Uses						
a. Transfers Out	7600-7629	495,076.01	0.00%	495,076.00	0.00%	495,076.00
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)		25,973,063.76	2.12%	26,522,507.21	1.95%	27,039,722.59

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(322,433.29)		(529,366.13)		(1,108,433.51)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		16,075,777.59		15,753,344.30		15,223,978.17
2. Ending Fund Balance (Sum lines C and D1)		15,753,344.30		15,223,978.17		14,115,544.66
3. Components of Ending Fund Balance						
a.	Nonspendable 9710-9719	2,500.00		2,500.00		2,500.00
b.	Restricted 9740					
c.	Committed					
1.	Stabilization Arrangements 9750	0.00				
2.	Other Commitments 9760	0.00				
d.	Assigned 9780	3,000,000.00		3,000,000.00		3,000,000.00
e.	Unassigned/Unappropriated					
1.	Reserve for Economic Uncertainties 9789	990,000.00		1,006,000.00		1,027,000.00
2.	Unassigned/Unappropriated 9790	11,760,844.30		11,215,478.17		10,086,044.66
f.	Total Components of Ending Fund Balance (Line D3f must agree with line D2)	15,753,344.30		15,223,978.17		14,115,544.66
E. AVAILABLE RESERVES						
1. General Fund						
a.	Stabilization Arrangements 9750	0.00		0.00		0.00
b.	Reserve for Economic Uncertainties 9789	990,000.00		1,006,000.00		1,027,000.00
c.	Unassigned/Unappropriated 9790	11,760,844.30		11,215,478.17		10,086,044.66
(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)		12,750,844.30		12,221,478.17		11,113,044.66
F. ASSUMPTIONS						

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	1,721,482.86	0.00%	1,721,482.86	0.00%	1,721,482.86
3. Other State Revenues	8300-8599	2,476,077.00	5.38%	2,609,300.00	4.00%	2,713,661.00
4. Other Local Revenues	8600-8799	580,006.00	0.00%	580,000.00	0.00%	580,000.00
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	2,178,482.68	0.00%	2,178,482.68	0.00%	2,178,482.68
6. Total (Sum lines A1 thru A5c)		6,956,048.54	1.92%	7,089,265.54	1.47%	7,193,626.54
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,625,393.33		1,657,901.33
b. Step & Column Adjustment				32,508.00		33,158.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,625,393.33	2.00%	1,657,901.33	2.00%	1,691,059.33
2. Classified Salaries						
a. Base Salaries				540,395.46		551,203.46
b. Step & Column Adjustment				10,808.00		11,024.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	540,395.46	2.00%	551,203.46	2.00%	562,227.46
3. Employee Benefits	3000-3999	2,303,804.36	2.00%	2,349,880.00	2.00%	2,396,878.00
4. Books and Supplies	4000-4999	786,520.26	3.14%	811,216.00	1.97%	827,198.00
5. Services and Other Operating Expenditures	5000-5999	1,025,311.00	3.14%	1,057,505.00	1.97%	1,078,338.00
6. Capital Outlay	6000-6999	379,228.67	0.20%	380,000.00	0.00%	380,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	232,792.00	0.00%	232,792.00	0.00%	232,792.00
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)		6,893,445.08	2.13%	7,040,497.79	1.82%	7,168,492.79

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		62,603.46		48,767.75		25,133.75
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		774,937.34		837,540.80		886,308.55
2. Ending Fund Balance (Sum lines C and D1)		837,540.80		886,308.55		911,442.30
3. Components of Ending Fund Balance						
a.	Nonspendable 9710-9719	0.00				
b.	Restricted 9740	837,540.80		886,308.55		911,442.30
c.	Committed					
1.	Stabilization Arrangements 9750	0.00				
2.	Other Commitments 9760	0.00				
d.	Assigned 9780	0.00				
e.	Unassigned/Unappropriated					
1.	Reserve for Economic Uncertainties 9789	0.00				
2.	Unassigned/Unappropriated 9790	0.00		0.00		0.00
f.	Total Components of Ending Fund Balance (Line D3f must agree with line D2)	837,540.80		886,308.55		911,442.30
E. AVAILABLE RESERVES						
1. General Fund						
a.	Stabilization Arrangements 9750	0.00				
b.	Reserve for Economic Uncertainties 9789	0.00				
c.	Unassigned/Unappropriated 9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a.	Stabilization Arrangements 9750					
b.	Reserve for Economic Uncertainties 9789					
c.	Unassigned/Unappropriated 9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	18,550,555.00	1.79%	18,882,523.00	-0.40%	18,807,031.00
2. Federal Revenues	8100-8299	10,153,177.62	0.00%	10,153,177.62	-0.01%	10,152,577.62
3. Other State Revenues	8300-8599	2,812,217.00	5.38%	2,963,524.00	4.00%	3,082,125.00
4. Other Local Revenues	8600-8799	787,547.39	-0.96%	780,000.00	0.00%	780,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	303,182.00	0.00%	303,182.00	0.00%	303,182.00
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)		32,606,679.01	1.46%	33,082,406.62	0.13%	33,124,915.62
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				13,448,764.83		13,717,739.83
b. Step & Column Adjustment				268,975.00		274,354.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	13,448,764.83	2.00%	13,717,739.83	2.00%	13,992,093.83
2. Classified Salaries						
a. Base Salaries				4,128,836.55		4,211,413.55
b. Step & Column Adjustment				82,577.00		84,228.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,128,836.55	2.00%	4,211,413.55	2.00%	4,295,641.55
3. Employee Benefits	3000-3999	9,141,007.36	2.00%	9,323,918.00	2.00%	9,510,398.00
4. Books and Supplies	4000-4999	1,495,160.11	3.14%	1,542,106.00	1.97%	1,572,487.00
5. Services and Other Operating Expenditures	5000-5999	3,433,658.31	3.14%	3,541,474.62	1.97%	3,611,242.00
6. Capital Outlay	6000-6999	412,728.67	1.76%	420,000.00	0.00%	420,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	311,277.00	0.00%	311,277.00	0.00%	311,277.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	495,076.01	0.00%	495,076.00	0.00%	495,076.00
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)		32,866,508.84	2.12%	33,563,005.00	1.92%	34,208,215.38
C. NET INCREASE (DECREASE) IN FUND BALANCE						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Line A6 minus line B11)		(259,829.83)		(480,598.38)		(1,083,299.76)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		16,850,714.93		16,590,885.10		16,110,286.72
2. Ending Fund Balance (Sum lines C and D1)		16,590,885.10		16,110,286.72		15,026,986.96
3. Components of Ending Fund Balance						
a.	Nonspendable 9710-9719	2,500.00		2,500.00		2,500.00
b.	Restricted 9740	837,540.80		886,308.55		911,442.30
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	3,000,000.00		3,000,000.00		3,000,000.00
e.	Unassigned/Unappropriated					
1.	Reserve for Economic Uncertainties 9789	990,000.00		1,006,000.00		1,027,000.00
2.	Unassigned/Unappropriated 9790	11,760,844.30		11,215,478.17		10,086,044.66
f.	Total Components of Ending Fund Balance (Line D3f must agree with line D2)	16,590,885.10		16,110,286.72		15,026,986.96
E. AVAILABLE RESERVES						
1. General Fund						
a.	Stabilization Arrangements 9750	0.00		0.00		0.00
b.	Reserve for Economic Uncertainties 9789	990,000.00		1,006,000.00		1,027,000.00
c.	Unassigned/Unappropriated 9790	11,760,844.30		11,215,478.17		10,086,044.66
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)		12,750,844.30		12,221,478.17		11,113,044.66
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		38.80%		36.41%		32.49%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
<p>a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? Yes</p> <p>b. If you are the SELPA AU and are excluding special education pass-through funds:</p> <p>1. Enter the name(s) of the SELPA(s):</p>						
<p>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)</p>						
		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)		1,597.51		1,597.51		1,597.51
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		32,866,508.84		33,563,005.00		34,208,215.38
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)		32,866,508.84		33,563,005.00		34,208,215.38
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		985,995.27		1,006,890.15		1,026,246.46
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		985,995.27		1,006,890.15		1,026,246.46
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

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):

1,597.51
District's ADA Standard Percentage Level:
1.0%

1A. Calculating the District's ADA Variances

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

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (if Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2019-20)	District Regular	1,766	1,800	
	Charter School			
	Total ADA	1,766	1,800	N/A
Second Prior Year (2020-21)	District Regular	1,766	1,810	
	Charter School			
	Total ADA	1,766	1,810	N/A
First Prior Year (2021-22)	District Regular	1,800	1,817	
	Charter School		0	
	Total ADA	1,800	1,817	N/A
Budget Year (2022-23)	District Regular	1,746		
	Charter School	0		
	Total ADA	1,746		

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):

1,597.5

District's Enrollment Standard Percentage Level:

1.0%

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	Status
				(If Budget is greater than Actual, else N/A)	
Third Prior Year (2019-20)	District Regular	1,848	1,875		
	Charter School				
	Total Enrollment	1,848	1,875	N/A	Met
Second Prior Year (2020-21)	District Regular	1,800	1,783		
	Charter School				
	Total Enrollment	1,800	1,783	0.9%	Met
First Prior Year (2021-22)	District Regular	1,761	1,753		
	Charter School				
	Total Enrollment	1,761	1,753	0.5%	Met

Budget Year (2022-23)		
District Regular		1,761
Charter School		
Total Enrollment		1,761

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	Enrollment	Historical Ratio of ADA to Enrollment
		Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	CBEDS Actual (Criterion 2, Item 2A)	
Third Prior Year (2019-20)	District Regular	1,800	1,875	96.0%
	Charter School		0	
	Total ADA/Enrollment	1,800	1,875	
Second Prior Year (2020-21)	District Regular	1,810	1,783	101.5%
	Charter School	0		
	Total ADA/Enrollment	1,810	1,783	
First Prior Year (2021-22)	District Regular	1,598	1,753	91.1%
	Charter School			
	Total ADA/Enrollment	1,598	1,753	
Historical Average Ratio:				96.2%

District's ADA to Enrollment Standard (historical average ratio plus 0.5%): 96.7%

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	Enrollment	Ratio of ADA to Enrollment	Status
		Budget (Form A, Lines A4 and C4)	Budget/Projected (Criterion 2, Item 2A)		
Budget Year (2022-23)	District Regular	1,598	1,761	90.7%	Met
	Charter School	0			
	Total ADA/Enrollment	1,598	1,761		
1st Subsequent Year (2023-24)	District Regular	1,598	1,761	90.7%	Met
	Charter School				
	Total ADA/Enrollment	1,598	1,761		
2nd Subsequent Year (2024-25)	District Regular	1,598	1,761	90.7%	Met
	Charter School				
	Total ADA/Enrollment	1,598	1,761		

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

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

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

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)¹ 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 COLA¹ and its economic recovery target payment, plus or minus one percent.

¹ 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 (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	1,816.56	1,745.59	1,674.63	1,603.65
b. Prior Year ADA (Funded)		1,816.56	1,745.59	1,674.63
c. Difference (Step 1a minus Step 1b)		(70.97)	(70.96)	(70.98)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(3.91%)	(4.07%)	(4.24%)

Step 2 - Change in Funding Level

a. Prior Year LCFF Funding	17,470,040.00	18,550,555.00	18,882,523.00
b1. COLA percentage	9.85%	5.38%	4.02%
b2. COLA amount (proxy for purposes of this criterion)	1,720,798.94	998,019.86	759,077.42
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)	9.9%	5.4%	4.0%

Step 3 - Total Change in Population and Funding Level

(Step 1d plus Step 2c)

LCFF Revenue Standard (Step 3, plus/minus 1%):

	5.9%	1.3%	-0.2%
	4.94% to 6.94%	0.31% to 2.31%	-1.22% to 0.78%

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 (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	681,166.00	618,867.00	618,867.00	618,867.00
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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
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 (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	17,470,040.00	18,550,555.00	18,882,523.00	18,807,031.00
District's Projected Change in LCFF Revenue:		6.18%	1.79%	(.40%)
LCFF Revenue Standard		4.94% to 6.94%	0.31% to 2.31%	-1.22% to 0.78%
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

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

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

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio
	Salaries and Benefits	Total Expenditures	of Unrestricted Salaries and Benefits
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	to Total Unrestricted Expenditures
Third Prior Year (2019-20)	19,241,917.87	22,005,446.29	87.4%
Second Prior Year (2020-21)	19,012,538.48	21,966,549.86	86.6%
First Prior Year (2021-22)	21,133,724.31	24,239,371.57	87.2%
	Historical Average Ratio:		87.1%

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	84.1% to 90.1%	84.1% to 90.1%	84.1% to 90.1%

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)			Status
	Salaries and Benefits	Total Expenditures	Ratio	
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	of Unrestricted Salaries and Benefits	
	(Form MYP, Lines B1-B3)	(Form MYP, Lines B1-B8, B10)	to Total Unrestricted Expenditures	
Budget Year (2022-23)	22,249,015.59	25,477,987.75	87.3%	Met
1st Subsequent Year (2023-24)	22,694,086.59	26,027,431.21	87.2%	Met
2nd Subsequent Year (2024-25)	23,147,968.59	26,544,646.59	87.2%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

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

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	5.94%	1.31%	(.22%)
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-4.06% to 15.94%	-8.69% to 11.31%	-10.22% to 9.78%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	0.94% to 10.94%	-3.69% to 6.31%	-5.22% to 4.78%

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

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

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

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2021-22)	9,978,597.63		
Budget Year (2022-23)	10,153,177.62	1.75%	No
1st Subsequent Year (2023-24)	10,153,177.62	0.00%	No
2nd Subsequent Year (2024-25)	10,152,577.62	(.01%)	No

Explanation:
(required if Yes)

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

First Prior Year (2021-22)	2,812,217.00		
Budget Year (2022-23)	2,812,217.00	0.00%	Yes
1st Subsequent Year (2023-24)	2,963,524.00	5.38%	No
2nd Subsequent Year (2024-25)	3,082,125.00	4.00%	No

Explanation:
(required if Yes)

Budgeting the same level as FY 2021-22

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

First Prior Year (2021-22)	909,297.39		
Budget Year (2022-23)	787,547.39	(13.39%)	Yes
1st Subsequent Year (2023-24)	780,000.00	(.96%)	No
2nd Subsequent Year (2024-25)	780,000.00	0.00%	No

Explanation:
(required if Yes)

Recalculated income to reflect more realistic balances

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

First Prior Year (2021-22)	1,408,311.77		
Budget Year (2022-23)	1,495,160.11	6.17%	No
1st Subsequent Year (2023-24)	1,542,106.00	3.14%	No
2nd Subsequent Year (2024-25)	1,572,487.00	1.97%	No

Explanation:
(required if Yes)

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

First Prior Year (2021-22)	3,838,148.99		
Budget Year (2022-23)	3,433,658.31	(10.54%)	Yes
1st Subsequent Year (2023-24)	3,541,474.62	3.14%	No
2nd Subsequent Year (2024-25)	3,611,242.00	1.97%	No

Explanation:
(required if Yes)

Recalculated income to reflect more realistic balances.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change	
		Over Previous Year	Status

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

First Prior Year (2021-22)	13,700,112.02		
Budget Year (2022-23)	13,752,942.01	39%	Met
1st Subsequent Year (2023-24)	13,896,701.62	1.05%	Met
2nd Subsequent Year (2024-25)	14,014,702.62	85%	Met

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

First Prior Year (2021-22)	5,246,460.76		
Budget Year (2022-23)	4,928,818.42	(6.05%)	Not Met
1st Subsequent Year (2023-24)	5,083,580.62	3.14%	Met
2nd Subsequent Year (2024-25)	5,183,729.00	1.97%	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 MET - Projected total operating revenues have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

Federal Revenue
(linked from 6B
if NOT met)

Explanation:

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

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)

Explanation:

Services and Other Exps

Recalculated income to reflect more realistic balances.

(linked from 6B
if NOT met)

7. **CRITERION: Facilities Maintenance**

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute excludes the following resource codes from the total general fund expenditures calculation: 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

No

b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D)
(Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690)

30,389,929.17

b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

0.00	3% Required	Budgeted Contribution ¹	
	Minimum Contribution	to the Ongoing and Major	
	(Line 2c times 3%)	Maintenance Account	Status

c. Net Budgeted Expenditures and Other Financing Uses

30,389,929.17	911,697.88	848,112.00	Not Met
---------------	------------	------------	---------

¹ Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])

Other (explanation must be provided)

Explanation:
(required if NOT met
and Other is marked)

Will adjust on or before the 1st interim report

8. **CRITERION: Deficit Spending**

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

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

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2019-20)	Second Prior Year (2020-21)	First Prior Year (2021-22)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements			
	(Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties			
	(Funds 01 and 17, Object 9789)	0.00	850,000.00	995,000.00
	c. Unassigned/Unappropriated			
	(Funds 01 and 17, Object 9790)	7,542,960.32	8,691,230.41	12,078,277.59
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
	e. Available Reserves (Lines 1a through 1d)	7,542,960.32	9,541,230.41	13,073,277.59
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	26,753,154.80	27,761,944.39	33,108,344.35
	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)	26,753,154.80	27,761,944.39	33,108,344.35
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	28.2%	34.4%	39.5%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	9.4%	11.5%	13.2%

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

any negative ending balances in restricted resources in the General Fund.

*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	Total Unrestricted Expenditures	Deficit Spending Level	
	Unrestricted Fund Balance (Form 01, Section E)	and Other Financing Uses (Form 01, Objects 1000-7999)	(If Net Change in Unrestricted Fund Balance is negative, else N/A)	
				Status
Third Prior Year (2019-20)	1,744,538.42	22,211,290.36	N/A	Met
Second Prior Year (2020-21)	1,920,915.37	22,026,176.10	N/A	Met
First Prior Year (2021-22)	2,532,047.18	25,445,285.29	N/A	Met
Budget Year (2022-23) (Information only)	(322,433.29)	25,973,063.76		

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 ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

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

District Estimated P-2 ADA (Form A, Lines A6 and C4): 1,598

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 ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2019-20)	7,879,144.21	9,878,276.62	N/A	Met
Second Prior Year (2020-21)	9,979,754.22	11,622,815.04	N/A	Met
First Prior Year (2021-22)	13,543,730.41	13,543,730.41	0.0%	Met
Budget Year (2022-23) (Information only)	16,075,777.59			

² 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 reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or \$75,000 (greater of)	0 to 300
4% or \$75,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and over

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

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

* 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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	1,598	1,598	1,598
District's Reserve Standard Percentage Level:	3%	3%	3%

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):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
2. If you are the SELPA AU and are excluding special education pass-through funds:
 - a. Enter the name(s) of the SELPA(s): _____

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

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

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	32,866,508.84	33,563,005.00	34,208,215.38
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	32,866,508.84	33,563,005.00	34,208,215.38
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent			

	(Line B3 times Line B4)	985,995.27	1,006,890.15	1,026,246.46
6	Reserve Standard - by Amount (\$75,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	District's Reserve Standard (Greater of Line B5 or Line B6)	985,995.27	1,006,890.15	1,026,246.46

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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
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)	990,000.00	1,006,000.00	1,027,000.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	11,760,844.30	11,215,478.17	10,086,044.66
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)	12,750,844.30	12,221,478.17	11,113,044.66
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	38.80%	36.41%	32.49%
District's Reserve Standard (Section 10B, Line 7):	985,995.27	1,006,890.15	1,026,246.46
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?

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?

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?

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)?

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

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

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

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

District's Contributions and Transfers Standard: -10.0% to +10.0% or
-\$20,000 to +\$20,000

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

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

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2021-22)	(2,178,482.68)			
Budget Year (2022-23)	(2,178,482.68)	0.00	0.0%	Met
1st Subsequent Year (2023-24)	(2,178,482.68)	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	(2,178,482.68)	0.00	0.0%	Met
1b. Transfers In, General Fund *				
First Prior Year (2021-22)	4,303,182.00			
Budget Year (2022-23)	303,182.00	(4,000,000.00)	(93.0%)	Not Met
1st Subsequent Year (2023-24)	303,182.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	303,182.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2021-22)	1,205,913.72			
Budget Year (2022-23)	495,076.01	(710,837.71)	(58.9%)	Not Met
1st Subsequent Year (2023-24)	495,076.00	(.01)	0.0%	Met
2nd Subsequent Year (2024-25)	495,076.00	0.00	0.0%	Met

1d. Impact of Capital Projects
Do you have any capital projects that may impact the general fund operational budget? No

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

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

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

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.
Explanation:
(required if NOT met)

1b. NOT MET - The projected transfers in to the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timelines, for reducing or eliminating the transfers.
Explanation: In FY 21-22 there was a transfer in of \$4 million dollars from Fund 35 to Fund 01
(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 FY 21-22 there was a transfer of \$1 million from Fund 01 to Fund 14

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:

(required if YES)

S6. Long-term Commitments

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

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

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

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

1. Does your district have long-term (multi year) 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, 2022-23
		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	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
	Annual Payment	Annual Payment	Annual Payment	Annual Payment
	(P & I)	(P & I)	(P & I)	(P & I)
Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	0	0	0	0
Has total annual payment increased over prior year (2021-22)?	No	No	No	No

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

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

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?

No

b. Do benefits continue past age 65?

No

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

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

Actuarial

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

	Self-Insurance Fund	Governmental Fund
	0	111,959

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

	4,870,515.00
	0.00
	4,870,515.00

or an actuarial valuation?

e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation

Actuarial
Jun 30, 2021

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	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)
0.00	0.00	0.00
290,133.00	290,133.00	290,133.00
236,388.00	289,146.00	289,146.00
18.00	18.00	18.00

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	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

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) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of certificated (non-management) full - time - equivalent(FTE) positions	105	102	102	102

Certificated (Non-management) Salary and Benefit Negotiations

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

No

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

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

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

Fiscal Year 22-23

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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)

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

156158

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

7. Amount included for any tentative salary schedule increases

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

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

Certificated (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

Yes	Yes	Yes
2172170	2215613	2259925
100.0%	100.0%	100.0%
2.0%	2.0%	2.0%

Certificated (Non-management) Prior Year Settlements

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

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

If Yes, explain the nature of the new costs:

No		
----	--	--

Certificated (Non-management) Step and Column Adjustments

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	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

Yes	Yes	Yes
243332	248208	253172

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

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

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

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

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

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

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) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of classified(non - management) FTE positions	100	117	117	117

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.

FY 22-23

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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)

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

49225

7. Amount included for any tentative salary schedule increases

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)
0	0	0

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

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

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)
Yes	Yes	
62718	665772	679088
100.0%	100.0%	100.0%
2.0%	2.0%	2.0%

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		
----	--	--

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Classified (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)
Yes	Yes	Yes
73130	74590	76082

3. Percent change in step & column over prior year

2.0%	2.0%	2.0%
Budget Year	1st Subsequent Year	2nd Subsequent Year

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

(2022-23) (2023-24) (2024-25)

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

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

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

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

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) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of management, supervisor, and confidential FTE positions	22	27	27	27

Management/Supervisor/Confidential

Salary and Benefit Negotiations

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

No

If Yes, complete question 2.

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

FY 22-23

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

Negotiations Settled

2. Salary settlement:

Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
--------------------------	----------------------------------	----------------------------------

Is the cost of salary settlement included in the budget and multiyear

--	--	--

projections (MYPs)?

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

Negotiations Not Settled

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

22814

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

4. Amount included for any tentative salary schedule increases

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

Management/Supervisor/Confidential

Health and Welfare (H&W)
Benefits

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

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

2. Total cost of H&W benefits

313179	319442	325831
--------	--------	--------

3. Percent of H&W cost paid by employer

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

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

2.0%	2.0%	2.0%
------	------	------

Management/Supervisor/Confidential

Step and Column Adjustments

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

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

2. Cost of step and column adjustments

35090	35784	36500
-------	-------	-------

3. Percent change in step & column over prior year

2.0%	2.0%	2.0%
------	------	------

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

1. Are costs of other benefits included in the budget and MYPs?

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

2. Total cost of other benefits

--	--	--

3. Percent change in cost of other benefits over prior year

--	--	--

S9. Local Control and Accountability Plan (LCAP)

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

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

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

Yes

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

Jun 15, 2022

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)	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	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?	No
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?	Yes

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

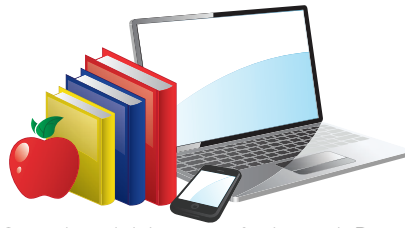
Comments:
(optional)

CBO hired 8/30/21

Thomas Addington

Superintendent

15783 18th Avenue
Lemoore, CA 93245
Telephone (559) 924-3405
Fax (559) 924-1153



Central Union School District
Lemoore, CA

To: Tom Addington
From: Cindee Rael
Date: June 13, 2022

For Board Meeting

- Action (Consent or New Business)
- Information

Item:

Federal Addendum

Rationale/Purpose:

The CDE had strived to consolidate the many plans which LEAs are required to complete and submit to various entities. Historically, one of the major plans was the LEA Plan (LEAP).

Currently, the District Annually completes the LCAP which is a state plan designed to demonstrate use of LCFF (State) funds. The District also completes the Consolidated Application which is a system for applying for and reporting use of Title (Federal) funds.

Under provisions within ESSA, each LEA completes, the LCAP, Consolidated Application, and Federal Addendum. These three components together make up the Districts LEA Plan.

The Federal Addendum must be reviewed annually.

Fiscal Impact:

Without a Federal Addendum which has been Board Approved and State Approved, the LEA will not receive Title I, II, III or IV Funds as applied for in Consolidated Application.

Recommendation:

The District Governing Board approves the Federal Addendum.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Central Union Elementary School District

CDS code:

16-63883-0000000

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title I, Part A – Improving Basic Programs
Title II, Part A – Supporting Effective Instruction
Title III, Part A – Language Instruction for English Learners
(LEA does not apply for Immigrant Students Funding)
Title IV, Part A – Student Support and Academic Enrichment Grants

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Central Union Elementary School District has worked to align Goals, Expected Outcomes, Actions and funds to support improved performance and growth of all students. We have 3 District LCAP Goals. These goals also serve as the overarching goals for School Plans for Student Achievement. Sites develop SMART Goals based on site level data to support the overarching goals.

Goal 1: All students will be provided the CONDITIONS FOR LEARNING leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards aligned instructional materials in facilities which are well maintained. (Priorities 1, 2, & 7)

Goal 2: Parents, Students, and the community will be ENGAGED to participate collaboratively in the educational process. (Priorities 3, 5 & 6).

Goal 3: All students will make progress towards proficiency ACHIEVEMENT of State adopted standards through data driven decision making. (Priorities 4 & 8).

Each year, the District completes a comprehensive needs assessment. Data is gathered from multiple sources and analyzed by the LEA and stakeholder groups. Multiple opportunities are provided for Stakeholder input. Goals, Actions/Services and Funding are reviewed annually to ensure effective use of funds to achieve goals. All LCAP Goals are supported by State Funds and supplemented through appropriate Federal Funds.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Central Union Elementary School District takes great effort to align the use of federal funds with activities funded by state and local funds.

Goal 1 is aligned to Basic Services (Priority 1), Implementation of State Standards (Priority 2), and Access to Broad Course of Study (Priority 7). Actions and services to support this goal include qualified and appropriately assigned teachers, Standards Aligned materials, and facilities in good repair. A Broad Course of Study including Designated and Integrated ELD for all English Learners is also included. The goal is funded solely through State and Local Funds.

Goal 2 includes actions and services to increase Parent Involvement (Priority 3), Pupil Engagement (Priority 5) and provide a positive School Climate (Priority 6). Actions and services in this goal include actively engaging parents in the Learning Process by building relationships, utilizing system for 2-way communication and providing resources to support learning at home. In an effort to reduce Chronic absenteeism, Suspension rate, Expulsion rate and Dropout rates, the LEA is implementing a Multi-Tiered System of Supports (Goal 2, Action 2) including Counselors to address the social-emotional and behavioral needs of students. PE Staff and Counselors will be collaborating on effective strategies for including key SEL in Physical Education. Creating and Sustaining a School Climate and Connectedness (Goal 2, Action 3) is further supported by a School Resource Officer. All funded through State and local funds.

Goal 3 focuses on Student Achievement and includes actions and services aligned to Student Achievement (Priority 4) and Other Student Outcomes (Priority 8). Actions and Services supporting this goal include implementing the PLC Process and MTSS/RTI. Student achievement is further supported by continuing to provide up-to date technology, targeted additional services, and instructional aides. All funded through State and local funds. Goal 3 also includes actions specifically designed to support English Learners including targeted ELD additional services (State funded) and ELD Coaching & Supplementary Materials (Title III funded). Supports for students experiencing Homelessness and Title I administrative costs also support Goal 3 (Title I Funded).

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA's process for identifying disparities begins with collection of data. Total Enrollment, Minority Enrollment (CALPADS Report 1.4) and Low-Income Enrollment (CALPADS 1.17) numbers are collected by site and LEA. The number of Inexperienced teachers per site is gathered from CALPADS Report 4.4 Staff Profile or DataQuest Staffing Report. **Ineffective** (mis-assigned) and **out-of-field teachers** (haven't yet demonstrated subject matter competence) are identified by Human Resources in coordination with our County Office of Education. Count of Ineffective and out-of-field teachers is provided by Human Resources. California Equity Tools are utilized to compile and analyze data gathered to determine any disparities in low-income and minority students being taught at higher rates by teachers who are Inexperienced, Ineffective or out-of-field. Stakeholders are engaged in the process.

The LEA has 1 Ineffective (emergency EL certificate) and 0 Out-of-Field teachers. *Our District LCAP Goal 1: All students will be provided the CONDITIONS FOR LEARNING leading to college and career readiness. This provides equitable access for all students to a broad educational program delivered by qualified staff using standards aligned instructional materials in facilities which are well maintained. Priority 1 – Basic Services, a component of this goal includes Metric 1A – Teachers appropriately assigned & fully credentialed is reported annually in the LCAP as well as through the Local Indicator for Priority 1 in California Schools Dashboard.* As a part of the hiring process, a potential employee's credential(s) and subject matter competencies are verified through the county office by the LEA's human resources. Data is collected and reported annually in each site's School Accountability Report Card (SARC). These reports are shared with stakeholder groups in our community through District Board Meetings and are posted on our website. The coordination and process of monitoring has consistently resulted in the District's rates of 100% credentialed and 0% mis-assigned. Therefore, neither low-income nor minority students are taught at higher rates than other students by ineffective or out-of-field teachers.

The LEA seeks to ensure there are no disparities in low-income or minority students being taught at higher rates than other students by ineffective or out-of-field teachers by hiring and appropriately assigning staff through the credential verification with the county office of education during the hiring process. However, if the LEA were to have an ineffective or out-of-field teacher, they would work with the county office support staff and the teacher to identify action steps needed should a mis-assignment occur.

Inexperienced teachers are teachers with 2 or fewer years experience. Teachers' Total Years of Service and Years in LEA are reported annually in CALPADS (report 4.4). Experienced teachers are sought during teacher recruitment. Educator equity data is collected and analyzed to identify any disparities. The LEA is comprised of 4 schools with Stratford School being the only site receiving Title I Funds. The District has a 6% rate of Inexperienced teachers (calculated using the Federal Addendum Data Collection Tool for Inexperience Teachers and 2020-21 CALPADS Report 4.4)

The LEA's overall Low-Income rate is 40%. Stratford School has 80% low-income students, the highest percentage in the District, and an Inexperienced Teacher rate of 5% which is lower than the LEA rate of Inexperienced Teachers (6%). The highest rate of Inexperienced teachers (25%) is at the site with second highest rate of Low-Income students (46%). Low-Income students for this site are being served by Inexperienced teachers at a higher rate. (Low-Income Rates per 2020-21 CALPADS 1.17)

The LEA's overall Minority Rate is 70%. Minority rates in the District are split between the larger schools, having minority rates of 57 and 61%, compared to smaller schools with percentage rates in the nineties. Central and Stratford Schools (smaller schools) have minority rates of 93% and 94% respectively. Larger Schools' Inexperienced rates are 0% (Akers) and 4% (Neutra). While Stratford, the Title I school, does have the highest minority rate in the District, its Inexperienced Teacher rate (5%) is below the LEA's rate (6%). Central's Inexperience rate is 25%. Overall, minority students are not being served by Inexperienced teachers at a higher rate with the exception of Central School. (Minority Rates per 2020-21 CALPADS 1.17)

Inexperienced teachers (2 years or fewer experience) are enrolled in an Induction Program with the local county office of education. They are also provided with a teacher mentor within the District. The District provides inexperienced teachers with additional professional development opportunities for additional support.

Stakeholders are engaged in the process through the LCAP Annual Update and input process. Data is shared and discussed at School Site Council, ELAC, DELAC, Curriculum, Indian Education Council (IEC), District Advisory Council (DAC), and District Board Meetings. Should the LEA have inequities occur, DAC would be the primary committee representing all stakeholders to look at root cause analysis.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA has no schools identified for CSI or TSI.

The LEA has one Title I school which has a Schoolwide Program. It is compliant with all state and federal requirements such as Parent/School Compact, Parent Involvement Policy and Annual Title I Meeting. The school conducts a comprehensive needs assessment including review and analysis of data with stakeholders through School Site Council meetings. Opportunities for informed participation of parents and family members are provided in variety of ways. LEA and site provide all written communication to parents and families in both English and Spanish. In addition, English and Spanish messages are sent through the district's 2-way communication system when appropriate.

Translation services are also provided at all school events and parent meetings to ensure effective participation. Special accommodations will be made for communicating with families that have accessibility needs or other special needs that make corresponding with the school difficult. The LEA provides opportunities for informed participation of parents and family members of migratory children by meeting with parents and family members prior to students being away from school for an extended period of time and once students return to school after an extended absence to support parents in helping their children overcome academic disruption. When appropriate, Independent Study is provided to further minimize the academic disruption. Through the Site Plan development process, decisions are made regarding the use of evidence based practices and materials to address greatest needs to support students in meeting academic standards.

The LEA strives to build the capacity of parents as partners through effective parent and family engagement. The LEA parent and family engagement policy was originally developed with a stakeholder committee. LEA Parent and Family Engagement Policy and Parent Compact are distributed each year at Back to School Night and sent home to all parents and family members of participating students in the first week of school packet. Both documents are reviewed annually for input and revision as need. Parent Volunteer Training is held at each Back to School Night and regularly through the year to further enhance parent and family engagement. The importance of parent involvement is stressed during these trainings.

LCAP Goal 2, Action 1 allocates State funds to each site to be used in the implementation of parent and family engagement on their campus. In addition, the LEA Parent and Family Engagement Title I set-aside (Stratford SPSA) of 1% is expended by the Title I school in the District supplementing the LCFF funding. Through the LCAP engagement process and Site Plan development specific needs are identified for parent and family engagement. The LEA would provide for other reasonable support of parental involvement activities as parents may request through LCFF funding and Title I Parent and Family Set-aside. Parents give input on parent involvement activities through an annual survey and Title I Annual Meetings. Parents and families are also welcome to share input informally. Parent Engagement opportunities at the site focus on helping parents understand the challenging state standards as well as providing them materials and training on how to work with their children to improve academic achievement in the areas of literacy and math. The Title I site provides parents a variety of opportunities to learn specific strategies and receive materials to help parents work with their children in the area of literacy including foundational skills, comprehension and math. The LEA provides training to support parents understanding using technology. Parents are trained on how to access the parent portal of the LEA's student information system to monitor their children's academic progress as measured by grades and state testing. Mini training opportunities on topics including internet safety, harm of copyright piracy, and iPad navigation to support parents as they work with their children are provided at ELAC, DELAC, District Advisory Council (DAC), and as stand-alone trainings. Parent understanding of State Assessments is supported through training and additional resources linked on the District webpage including videos in English and Spanish.

The LEA maintains a Family Resource Center on the Title I School campus funded by state funds. A bilingual staff member assists parents in coordinating with community resources and services.

The District's focus on connectedness includes connections with parents. The education of LEA staff including teachers, instructional support staff and administrators on parent and family engagement is an ongoing process. The value of parent contributions and working with them as partners is integrated in Administrator Meetings, Instructional Aides Meetings, and Staff Meetings.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District Homeless set-aside is indicated in the Consolidated Application and LCAP Goal 3, Action 8. Although the District has very few homeless students each year, a plan is in place to support their enrollment, attendance, and success.

When Homeless students are enrolled in schools within the Central Union School District, there is an enrollment procedure in place to ensure that identification and determination of need is completed to ensure the district is meeting the needs of the students and families. All homeless students are immediately enrolled and are automatically enrolled in the Free School Nutrition Program. Homeless students are also enrolled in Title 1 services regardless of site attending. Below is a list of the services provided to families based on individual needs determined when enrolled.

- Transportation (as necessary to ensure student remains in school of origin)
- Priority to Targeted Intervention and Summer School
- Provide School Supplies (based on need)
- Coordination of services (Medical, Dental, Mental, and Health Services through needs assessment)
- Connect Parent to Local Community Resources including Family Resource Center on Title I site

Attendance, discipline referrals, academics and social-emotional behaviors of homeless students are monitored as a measure of success. Sites are responsible for the monitoring of students. The LEA Homeless liaison contacts the site if there are negative changes in any of success indicators.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA's comprehensive professional development plan (LCAP 3.1) includes both long range and short term goals. This comprehensive professional development plan is a part of a larger District system. It is aligned to the development and implementation of a Multi-tiered System of Supports including academics (RTI) and social-emotional/behavioral supports.

The focus of the plan is increased student learning and teacher learning as measured through common formative assessments, Interim assessments and Summative State Assessments across schools and teachers. At the center of this plan is the evidence based practice of professional learning communities (PLCs). Through a partnership with Solution Tree, PLC team leads have been trained and lead the work of identifying Essential Standards (content) and development of Common Formative Assessments (CFAs) to measure student progress towards those standards. This work has been completed in districtwide teams ensuring equity and consistency of a Guaranteed Viable Curriculum across the District. The PLC capacity building has been focused and sustained with some staff receiving intensive PLC training each year to build the capacity of all staff to actively participate in the process and engage in shared leadership in their team. Training and coaching in the professional learning process are ongoing and includes both teaching staff and administrators at all

levels. Through the collaborative process shared accountability for student learning is achieved and improved pedagogy as teachers learn from other practitioners best practice based on evidence.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

All Title II Funds are utilized to supplement state funding in supporting the Comprehensive Professional Development Plan (LCAP 3.1) which is a centralized service. The LEA prioritizes the use of Title II funds through the use of its comprehensive needs assessment. Meaningful consultation with stakeholders (teachers, administrators, paraprofessionals, parents and community) occurs through the engagement process of the LCAP. The evidenced based practice of Professional Learning Communities is at the heart of the Comprehensive PD Plan. The prioritization of funds to support building capacity in PLCs is determined based on analysis of the data from the needs assessment. CA Schools Dashboard data demonstrates academic growth for all students and closing of achievement gaps overall. The LEA continuously evaluates the effectiveness of funding in contributing to positive outcomes for high-needs schools and students. PLC capacity building has been focused and sustained with some staff receiving intensive PLC training each year to build the capacity of all staff to actively participate in the process and engage in shared leadership in their team. Training and coaching in the professional learning process are ongoing and includes both teaching staff and administrators at all levels to ensure sustainability.

The LEA has no schools in CSI or TSI. If a school were to be identified as CSI or TSI, a comprehensive needs assessment would guide the LEA in prioritizing of funding.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA utilizes a variety of data sources to monitor and evaluate the Comprehensive Professional Development Plan (LCAP 3.1) which includes Title II activities. Measures of student learning (CFAs, Interim Assessments, and Summative Assessments) as well as meaningful engagement with stakeholders through professional development feedback, LCAP Annual Update and Stakeholder Engagement process, and LCAP Local Surveys of parents and staff are all sources of data. Data is analyzed on a large scale annually with the release of key state data points. The LEA, however, monitors the effectiveness of Title II, Part A activities on an ongoing basis through the use of local data (State provided SBAC Interim Assessments, PLC team developed Common Formative Assessments aligned to Essential Standards, Academic Screener data, . . .) through an Integrated Data Dashboard (LCAP 3.1) which provides timely actionable data aligned to several state priorities including priority 4 – Student

Achievement. As PLC teams collaborate and determine additional short-term PL needs these are communicate to the Ed. Services Dept. and best the means of meeting needs is determined. Title II activities are a part of the LEAs coherent plan for effective PLCs supporting a Multi-tiered system of supports across the District.

Data, including a wide array of monitoring metrics in LCAP, is regularly reported to stakeholders including employee groups, governing board, parents and the community. Disaggregated data is analyzed to guide in decision making in the allocation of funding to ensure learning for all students in safe and positive learning environments with high quality educator effectiveness.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LCAP Goal 3 is focused on achievement and includes a Comprehensive PD Plan for building teacher capacity in meeting the needs of their students. LCAP 3.5 provides specific training and coaching to teachers, site administrators, and other district leaders to support them in their capacity of meeting needs of English Learners to acquire English Language Proficiency and academic proficiency.

English Language Proficiency Assessment for California (ELPAC) is the state measure of English Language Proficiency for English Learners. Therefore, a clear understanding of the expectations is needed by staff working with English Learners. ELPAC is administered by site staff. All staff administering ELPAC (administrators and teachers) are required to be trained and calibrate annually. The use of site staff to administer ELPAC is designed to enhance the understanding of assessment practices and measures as well as improve instruction and assessment of English Learners.

LEA's comprehensive needs assessment includes data from feedback in site spring visits, LCAP Annual Update and Stakeholder Engagement process, and LCAP Local Surveys of parents, teachers, paraprofessional and administrators, and student data. Based on the needs assessment, the LEA determined a professional learning priority to be increased understanding of Designated and Integrated ELD. A Title III funded ELD Consultant (LCAP 3.5) is contracted to support each site with focused and sustained learning in building that capacity. The design of the professional learnings is differentiated to provide equity to all students due to the diversity of campuses. Professional development activities include classroom visitations by administration with the ELD Consultant with discussion follow visits to build administrator capacity and understanding of ELD. Training with small grade-span alike teachers on the ELD standards, ELPAC and use of data, and planning of ELD with their students' needs in mind is also included.

Through the Professional Learning Communities (PLC) process, all staff are provided job embedded, data driven and standards aligned professional development on an on-going basis.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not receive Immigrant Funding.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LCAP Goal 3 is focused on achievement including meeting the needs of English Learners to acquire English Language Proficiency and academic proficiency. The LEA offers a Structured English Immersion program for English Learners. All English Learners are provided both Designated and Integrated English Language Development. In addition to the core ELA and ELD adopted curriculum, teachers have access to a variety of intervention materials (LCAP 3.5, Title III Funded) to assist English Learners with English Proficiency.

The LEA meaningfully consults with stakeholders through the LCAP engagement process including LCAP Annual Update and Stakeholder Engagement, LCAP Local Surveys of parents, teachers, administrators and paraprofessionals, and committees such as District English Learner Advisory Counsel (DELAC), District Advisory Committee (DAC), and Curriculogy. A variety of consultation opportunities are available to stakeholders in and outside the school day in a various forms to provide flexibility. Consultation materials and format consider specific stakeholder audiences.

The LEA offers additional services for English Learners including an Intensive ELD summer program and Targeted Intervention Services (LCAP 3.4). Based on a high number of students lingering at the Intermediate level and stakeholder input, the summer program was developed to focus on LTELs or students at-risk of becoming an LTEL. The LEA also supports Targeted English Proficiency Intervention (at sites. Several metrics are in place in the LCAP to monitor English Learner Progress. (Reclassification Rate, Percentage of EIs who make English Language Proficiency progress, and Academic Performance Indicators in ELA and Math disaggregated for EIs). These are analyzed regularly. In addition, the LEA utilizes a pre- and post-test in the Intensive ELD program consistently demonstrating growth for students. Administrators overseeing English Learners on their campus monitor interim EL progress each trimester through grades and local assessments. EL Intervention plans are put in place for students not making adequate progress. These actions are LCFF funded, but are used strategically to support Title III activities.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LCAP Goal 3 is focused on achievement including meeting the needs of English Learners to acquire English Language Proficiency and academic proficiency. The LEA meaningfully consults with stakeholders through the LCAP engagement process including LCAP Annual Update and Stakeholder Engagement, LCAP Local Surveys of parents, teachers, administrators and paraprofessionals, and committees such as District English Learner Advisory Counsel (DELAC), District Advisory Committee (DAC), and Curricuology.

The LCAP and site plans include an array of metrics monitoring the English acquisition progress of English Learners. Success is measured through Reclassification Rate, Percentage of ELs who make English Language Proficiency progress, and Academic Performance Indicators in ELA and Math disaggregated for ELs. The LEA sets expected outcomes for each of these measures annually. This data is regularly reported to stakeholders including employee groups, governing board, parents and the community.

In addition, interim progress of English Learners is monitored. The LEA utilizes a pre- and post-test in the Intensive ELD program (LCAP 3.4) consistently demonstrating growth for students. Administrators overseeing English Learners on their campus monitor interim EL progress each trimester through grades and local assessments. EL Intervention plans are put in place for students not making adequate progress.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Central Union Elementary develops its application in consultation with School Site Councils, English Learner Advisory Committees, District English Learner Advisory Committee, parents, staff, community, and District Advisory Committee. We administer an annual survey, discuss federal program requirements, and student needs based on data with these groups throughout the year. We have developed a comprehensive needs assessment using district data and the LCAP is developed based on that data. We are implementing programs to support Well-Rounded Opportunities, Safe and Healthy Students, and Effective Use of Technology through LCAP Goals 1, 2, and 3.

LCAP Goal 1: All Students will be provided the CONDITIONS FOR LEARNING leading to college and career readiness. (Aligned to State Priorities 1: Basic Services, 2: State Standards, and 7: Access to Broad Course of Study) Metrics include pupil access to broad course of study, facilities maintained, standards aligned instructional materials, and implementation of State Standards.

LCAP Goal 2: Parent, Students, and the Community will be ENGAGED to participate collaboratively in the educational process. (Aligned to State Priorities 3: Parent Involvement, 5: Pupil Engagement, 6: School Climate) Metrics include attendance, suspensions, expulsions, and local measures of students' sense of safety and connectedness.

LCAP Goal 3: All Students will make progress towards proficient ACHIEVEMENT state adopted standards through data driven decision making. (Aligned to State Priorities 4: Pupil Achievement and 8: Other Student Outcomes).

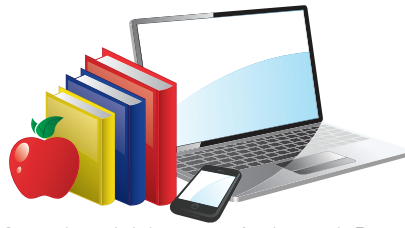
Well-Rounded Educational opportunities is supported through LCAP Goal 1 with equitable access including access to specialized teachers in arts and music education. LCAP Goal 3's Comprehensive Professional Development Plan further supports through professional development to support staff if providing a high quality, well-rounded education. For example, HSS PD to support teachers in making the shifts and strengthening instruction. Safe and Healthy Students is supported by extensively through LCAP Goal 2 which provides for counselors and a Multi-tiered System of Supports (MTSS) focused on social-emotional and behavioral needs. Through MTSS the LEA is implementing systems

and practices to prevent bullying and promote supportive school climates. LCAP Goal 2 also contributes to safe and healthy students by providing an enriching and engaging physical fitness program which includes specialty staff and fitness zones at each campus which promote a healthy, active lifestyle. Security & safety enhancements made each year included in Goal 2. Effective Use of Technology is supported in Goal 3. This goal includes ensuring access to up-to-date technology and regular academic use. The LEA maintains 1:1 iPads in K – 8th grades. Technology training is included in the goal's Comprehensive PD Plan to support the use of curricula using technology as well as integration of technology throughout content areas. The technology program aligns to implementation of state standards, assessment, blended learning, and differentiation for students. The Comprehensive PD Plan provides educators, school leaders, and administrators high-quality professional development to personalize learning and improve academic achievement. Professional Learning Communities including training and support in their implementation is key to the success of improving academic achievement. We evaluate our programs annually in our LCAP with all stakeholder groups. We have aligned all actions and goals to associated metrics and expected outcomes to reflect, analyze and adjust services to students. We are not partnering with any institutions for the purposes of Title IV. We are utilizing the federal transfer-ability option to move funds to Title II, Part A for allowable use.

Thomas Addington

Superintendent

15783 18th Avenue
Lemoore, CA 93245
Telephone (559) 924-3405
Fax (559) 924-1153



Central Union School District
Lemoore, CA

To: Tom Addington
From: Cindee Rael
Date: June 13, 2022

For Board Meeting

- Action (Consent or New Business)
- Information

Item:

2022-23 Application for Funding

Rationale/Purpose:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to county offices, school districts, and direct-funded charter schools throughout California.

Annually, in June, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the LEA will comply with the legal requirements of each program. This year, the application is anticipated to be released in July with a six-week window for completion.

See also the attached description of programs for which the District is applying for funding.

Fiscal Impact:

Program entitlements are determined by formulas contained in the laws that created the programs. The Application for Funding is a required step to receive program funds.

Recommendation:

The District Governing Board approves the Application for Funding.

Thomas Addington

Superintendent

15783 18th Avenue
Lemoore, CA 93245
Telephone (559) 924-3405
Fax (559) 924-1153



Central Union School District
Lemoore, CA

Consolidated Application for Funding 2022-23

- Title I, Part A, Helping Disadvantaged Children

A federal program to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

This money provides supplemental funds to be used to help improve instruction in high-poverty schools and ensure that poor and minority children have the same opportunity as other children to meet challenging State academic standards.

- Title II, Part A, Improving Teacher Quality

A federal program that increases student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

This money is used for training and recruiting high-quality teachers.

- Title III, Part A, English Language Acquisition, and Language Enhancement, and Academic Achievement

A federal program to provide supplementary programs and services to assist LEP students in achieving grade-level and graduation standards, as well as assisting LEP students with acquiring English

This money is used to assist limited English proficient children to attain English proficiency and achieve the academic standards in content areas.

- Title IV, Part A, (Student Support)

Federal funds intended to increase the capacity of local educational agencies (LEAs) and schools to meet the goals of ESSA by (1) providing all students with access to well-rounded education, (2) improving school conditions for student learning, and (3) improving the use of technology in order to improve the academic achievement and digital literacy of all students

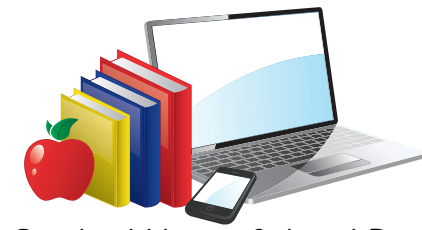
An LEA may transfer all, or a portion of, funds it receives under Title IV, Part A to other programs to better address local needs. The programs to which the LEA may transfer these funds are: Title I, Parts A, C, or D; Title II, Part A; Title III, Part A; and, Title V, Part B. Before an LEA may transfer funds, it must engage in timely and meaningful consultation with appropriate private school officials.

**CUSD utilizes Federal Transferability to transfer Title IV Funds into Title II.*

Thomas Addington

Superintendent

15783 18th Avenue
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Telephone (559) 924-3405
Fax (559) 924-1153



Central Union School District
Lemoore, CA

Board Members

Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III
Steven Salefske

To: Tom Addington, Superintendent
From: Cindee Rael
Date: 6/13/2022

For Board Meeting

Action (Consent or New Business)

Information

Item:

Stratford 22-23 SPSA

Rationale/Purpose:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConnApp) and ESEA Program Improvement into the SPSA.

Stratford is the only school which receives funds (Title I) funded through ConApp.

Fiscal Impact:

Plan includes the Actions for which Title I Funds will be expended.

Recommendation:

The District Governing Board approve the Stratford SPSA.

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stratford Elementary School	16-63883-6010326	04-19-2022	June 13, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our school implements challenging academic standards in reading, math, and science, using state-adopted curriculum that will prepare students to succeed in college and career paths. These standards apply to all students, including those with learning disabilities. State assessments are administered annually in ELA, Math, Science, and English Proficiency. Student achievement, progress, English language proficiency, discipline rates, and chronic absenteeism are regularly monitored.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Student, parent, and teacher LCAP surveys are conducted annually. In addition, a Title 1 parent survey is conducted once per year. Results from these surveys are used to guide school decisions related to programs, services, safety, and parent engagement. Our most current survey data indicates positive feedback from all stakeholder groups.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal classroom observations are conducted regularly. Formal classroom observations are conducted twice per year for probationary teachers, and every other year for tenured teachers. Observation forms are based on the California Standards for the Teaching Profession. Teachers are encouraged to observe one another on the school campus and within the district.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers in grades 3-8 administer the Interim Assessment Blocks (IAB) and Interim Comprehensive Assessment (ICA) to evaluate student progress toward mastering grade level content. These assessments are aligned to CAASPP, which is administered annually to all students in grades 3-8. The ELPAC test is administered annually to all students who are identified as English Learners. In addition, teachers in grades 1st through 8th regularly administer the STAR Reading and Math screeners to evaluate student progress. Teacher-created formative assessments are also administered regularly. These assessments, both district and site created, are designed to assess grade level essential standards, and data from these assessments is used to guide instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The data from curriculum-embedded assessments is reviewed during grade-level collaboration (Professional Learning Community, or PLC) meetings to determine student placement and progress, and to inform instruction. From the data, flexible intervention and enrichment groups are formed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are appropriately credentialed and meet state certification requirements. One teacher on the campus is inexperienced, with less than two years of teaching experience. When applicable, parents are notified about an unqualified teacher who has been teaching their child for four or more consecutive weeks.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

A comprehensive PD plan is annually provided as a centralized service based on a districtwide needs assessment. The site provides additional professional development opportunities to address site needs. Teachers have access to all staff development opportunities that are advertised and offered frequently throughout the year. They are regularly provided with training on SBE-adopted instructional materials, and special funding is allocated for inexperienced teachers. During the annual Williams Review, sufficiency of materials has consistently been demonstrated.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development decisions are aligned with school and LEA goals. Either individually or within a grade level, teachers review student performance data and determine areas of professional development need.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At PLC meetings, teachers collaborate and share best practices and effective teaching strategies that, using student data, have shown the greatest impact on student achievement. In addition, through district, school, and county-offered professional development, teachers have access to content specific experts and instructional coaches. Examples of this professional development that teachers have taken advantage of are: Lindamood-Bell Reading consultants and ELD coaching provided by Kings County Office of Education.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Every Wednesday, students are released early to provide teachers with collaboration time. All teachers use this time to collaborate with their grade level or department PLC. These teams set learning objectives and goals, create and/or agree on appropriate formative assessments to monitor student progress on the goals, analyze data from the assessments, form intervention and enrichment groups as needed, and share effective teaching strategies.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Core curriculum materials are state board adopted and align to content and performance standards. Instruction in the classrooms is standards-based, utilizing a variety of evidence-based instructional strategies.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Stratford School meets or exceeds the recommended number of instructional minutes for reading/language arts and mathematics in grades K-8.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing schedules are determined by the adopted curriculum for each subject and by PLC teams during collaboration and regular grade-level staff meetings. The pacing of lessons is based on districtwide curriculum maps. The pacing provides for the sharing of resources and forming grade-level intervention and enrichment groups on similar standards.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Annual review consistently demonstrates that all student groups have access to appropriate standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Full implementation of SBE-adopted instructional materials, including intervention materials, is occurring at every grade level.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Differentiated tier 1 instruction is provided for all students at all grade levels. Tier 2 and tier 3 intervention is provided daily for all underperforming students in grades K-8. Designated and integrated ELD is provided daily for all students identified as English Learners.

Evidence-based educational practices to raise student achievement

Classroom teachers use the district adopted standards based curriculum in all curricular areas. In addition, teachers use evidence based support materials as outlined by the Response To Intervention (RTI) model.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parent trainings are conducted throughout the year to assist under-achieving students in the areas of reading and mathematics. Lindamood-Bell has provided an early literacy training for parents.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Input is regularly sought from parents, teachers, other school personnel, and community representatives in the planning, implementation, and evaluation of programs. This is done through surveys, School Site Council, District Advisory Council, Curriculum Council, and English Learner Advisory Committee.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

A Title 1 Reading Specialist provides direct instruction to our most struggling readers in grades 2-8.

Fiscal support (EPC)

LCFF and Title I

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

As part of our review for the 2022-2023 Single Plan for Student Achievement (SPSA), data was gathered from student, parent, and staff surveys. Parent groups were also consulted during School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There were no resource inequities identified this year from the required needs assessment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	39	40	39
Grade 1	33	35	33
Grade 2	39	36	35
Grade3	31	41	36
Grade 4	38	31	39
Grade 5	26	37	30
Grade 6	29	25	38
Grade 7	31	30	21
Grade 8	32	30	30
Total Enrollment	298	305	301

Conclusions based on this data:

1. For the 2022-2023 school year, the overflow from our large 7th and 8th grade classed will be combined to create a 7/8 combination class.
2. For the 2022-2023 school year, we will have a large class of incoming 4th and 5th grade students, requiring a 4/5 combination class to house the overflow.
3. For the 2022-2023 school year, we have a large 6th grade class that will require the opening of a second 6th grade assignment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	94	80	72	31.5%	26.2%	23.9%
Fluent English Proficient (FEP)	52	64	62	17.4%	21.0%	20.6%
Reclassified Fluent English Proficient (RFEP)	6	26	5	6.7%	27.7%	6.3%

Conclusions based on this data:

1. Due to the pandemic, very few students were reclassified as fluent English proficient during the 2020-2021 school year.
2. The number of students identified as English Learners decreased during the 2020-2021 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	40	31	36	39	31	0	39	31	0	97.5	100	0.0
Grade 4	24	40	38	24	39	0	24	39	0	100	97.5	0.0
Grade 5	29	24	30	29	24	0	29	24	0	100	100	0.0
Grade 6	34	30	37	33	30	0	33	30	0	97.1	100	0.0
Grade 7	31	30	22	31	30	0	31	30	0	100	100	0.0
Grade 8	25	33	29	25	33	0	25	33	0	100	100	0.0
All Grades	183	188	192	181	187	0	181	187	0	98.9	99.5	0.0

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2377.	2386.		10.26	3.23		17.95	16.13		23.08	45.16		48.72	35.48	
Grade 4	2443.	2464.		16.67	23.08		33.33	23.08		20.83	23.08		29.17	30.77	
Grade 5	2473.	2494.		6.90	12.50		41.38	29.17		10.34	33.33		41.38	25.00	
Grade 6	2474.	2533.		3.03	6.67		30.30	43.33		30.30	30.00		36.36	20.00	
Grade 7	2548.	2522.		16.13	16.67		35.48	26.67		25.81	16.67		22.58	40.00	
Grade 8	2567.	2562.		12.00	15.15		48.00	36.36		12.00	24.24		28.00	24.24	
All Grades	N/A	N/A	N/A	10.50	13.37		33.15	28.88		20.99	28.34		35.36	29.41	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.38	3.23		35.90	48.39		48.72	48.39	
Grade 4	25.00	15.38		50.00	53.85		25.00	30.77	
Grade 5	13.79	8.33		51.72	62.50		34.48	29.17	
Grade 6	6.06	13.33		48.48	56.67		45.45	30.00	
Grade 7	19.35	23.33		54.84	36.67		25.81	40.00	
Grade 8	12.00	27.27		56.00	42.42		32.00	30.30	
All Grades	14.92	15.51		48.62	49.73		36.46	34.76	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.82	3.23		38.46	64.52		48.72	32.26	
Grade 4	12.50	10.26		54.17	69.23		33.33	20.51	
Grade 5	10.34	20.83		48.28	54.17		41.38	25.00	
Grade 6	9.09	23.33		45.45	66.67		45.45	10.00	
Grade 7	29.03	20.00		41.94	56.67		29.03	23.33	
Grade 8	20.00	21.21		56.00	57.58		24.00	21.21	
All Grades	15.47	16.04		46.41	62.03		38.12	21.93	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.38	3.23		56.41	64.52		28.21	32.26	
Grade 4	16.67	17.95		62.50	66.67		20.83	15.38	
Grade 5	6.90	16.67		72.41	62.50		20.69	20.83	
Grade 6	6.06	6.67		63.64	73.33		30.30	20.00	
Grade 7	9.68	6.67		64.52	63.33		25.81	30.00	
Grade 8	16.00	18.18		68.00	66.67		16.00	15.15	
All Grades	11.60	11.76		64.09	66.31		24.31	21.93	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.38	12.90		43.59	51.61		41.03	35.48	
Grade 4	20.83	20.51		54.17	56.41		25.00	23.08	
Grade 5	20.69	25.00		41.38	54.17		37.93	20.83	
Grade 6	21.21	26.67		48.48	66.67		30.30	6.67	
Grade 7	48.39	13.33		32.26	46.67		19.35	40.00	
Grade 8	48.00	33.33		24.00	45.45		28.00	21.21	
All Grades	28.18	21.93		40.88	53.48		30.94	24.60	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to the pandemic, CAASPP was not administered in 2020 or 2021. School wide, our students maintained growth in ELA according to 2018-19 CAASPP data.
2. According to 2018-19 CAASPP data, our fifth grade students made significant growth in ELA.
3. According to 2018-19 CAASPP data, our third grade students struggled most in ELA.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	40	31	36	38	31	0	38	31	0	95	100	0.0
Grade 4	24	40	38	24	39	0	24	39	0	100	97.5	0.0
Grade 5	29	24	30	29	24	0	29	24	0	100	100	0.0
Grade 6	34	30	37	33	30	0	33	30	0	97.1	100	0.0
Grade 7	31	30	22	31	30	0	31	30	0	100	100	0.0
Grade 8	25	33	29	25	33	0	25	33	0	100	100	0.0
All Grades	183	188	192	180	187	0	180	187	0	98.4	99.5	0.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2424.	2404.		7.89	3.23		34.21	25.81		34.21	35.48		23.68	35.48	
Grade 4	2462.	2498.		16.67	30.77		33.33	33.33		20.83	23.08		29.17	12.82	
Grade 5	2470.	2473.		6.90	12.50		6.90	16.67		48.28	29.17		37.93	41.67	
Grade 6	2464.	2514.		0.00	3.33		18.18	30.00		30.30	40.00		51.52	26.67	
Grade 7	2497.	2515.		9.68	20.00		25.81	16.67		19.35	23.33		45.16	40.00	
Grade 8	2535.	2541.		12.00	18.18		32.00	30.30		24.00	18.18		32.00	33.33	
All Grades	N/A	N/A	N/A	8.33	15.51		25.00	26.20		30.00	27.81		36.67	30.48	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.68	3.23		52.63	58.06		23.68	38.71	
Grade 4	41.67	58.97		29.17	20.51		29.17	20.51	
Grade 5	6.90	16.67		44.83	41.67		48.28	41.67	
Grade 6	9.09	16.67		33.33	50.00		57.58	33.33	
Grade 7	16.13	26.67		32.26	26.67		51.61	46.67	
Grade 8	36.00	27.27		24.00	36.36		40.00	36.36	
All Grades	21.11	26.74		37.22	37.97		41.67	35.29	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.68	19.35		42.11	48.39		34.21	32.26	
Grade 4	4.17	23.08		50.00	53.85		45.83	23.08	
Grade 5	6.90	8.33		44.83	41.67		48.28	50.00	
Grade 6	0.00	10.00		51.52	40.00		48.48	50.00	
Grade 7	9.68	20.00		51.61	33.33		38.71	46.67	
Grade 8	12.00	18.18		48.00	45.45		40.00	36.36	
All Grades	10.00	17.11		47.78	44.39		42.22	38.50	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.32	16.13		44.74	51.61		28.95	32.26	
Grade 4	16.67	25.64		50.00	51.28		33.33	23.08	
Grade 5	6.90	16.67		55.17	37.50		37.93	45.83	
Grade 6	3.03	6.67		42.42	53.33		54.55	40.00	
Grade 7	12.90	13.33		51.61	63.33		35.48	23.33	
Grade 8	20.00	21.21		52.00	48.48		28.00	30.30	
All Grades	14.44	17.11		48.89	51.34		36.67	31.55	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to the pandemic, CAASPP was not administered in 2020 or 2021. According to 2018-19 CAASPP data, our students made growth overall in the area of mathematics.
2. According to 2018-19 CAASPP data, our 3rd grade students struggle most in the area of mathematics.
3. According to 2018-19 CAASPP data, we had the largest number of students not meeting standard in mathematics in grades 5 and 7.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1459.4	1448.7	1407.2	1453.7	1459.6	1419.7	1472.5	1422.8	1377.9	15	13	18
1	1441.1	*	1435.4	1433.7	*	1439.8	1447.9	*	1430.3	12	5	13
2	1491.3	1484.8	*	1489.7	1508.2	*	1492.3	1461.2	*	13	11	10
3	1490.1	*	*	1485.5	*	*	1494.2	*	*	13	6	6
4	*	1533.8	*	*	1533.8	*	*	1533.4	*	*	12	10
5	*	*	*	*	*	*	*	*	*	*	6	7
6	*	*	*	*	*	*	*	*	*	*	5	7
7	*	*	*	*	*	*	*	*	*	*	7	6
8	*	*	*	*	*	*	*	*	*	*	*	6
All Grades										80	66	83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	15.38	16.67	*	53.85	11.11		30.77	44.44	*	0.00	27.78	15	13	18
1	*	*	7.69	*	*	15.38	*	*	61.54	*	*	15.38	12	*	13
2	*	0.00	*	*	63.64	*		27.27	*		9.09	*	13	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*	13	*	*
4	*	41.67	*	*	33.33	*	*	8.33	*	*	16.67	*	*	12	*
5		*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*	*	*	*		*	*		*	*	*	*	*
8		*	*		*	*	*	*	*		*	*	*	*	*
All Grades	28.75	13.64	9.64	45.00	42.42	25.30	17.50	36.36	50.60	*	7.58	14.46	80	66	83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	38.46	5.56	*	46.15	50.00	*	7.69	16.67	*	7.69	27.78	15	13	18
1	*	*	15.38	*	*	69.23	*	*	7.69	*	*	7.69	12	*	13
2	*	45.45	*	*	45.45	*		0.00	*		9.09	*	13	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*	13	*	*
4	*	58.33	*	*	25.00	*	*	8.33	*	*	8.33	*	*	12	*
5		*	*	*	*	*		*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*		*	*	*	*	*
7	*	*	*	*	*	*		*	*		*	*	*	*	*
8		*	*		*	*	*	*	*		*	*	*	*	*
All Grades	41.25	34.85	24.10	37.50	40.91	48.19	15.00	15.15	16.87	*	9.09	10.84	80	66	83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	15.38	16.67	*	23.08	11.11	*	46.15	44.44		15.38	27.78	15	13	18
1	*	*	7.69	*	*	15.38	*	*	23.08	*	*	53.85	12	*	13
2	*	0.00	*	*	27.27	*	*	54.55	*	*	18.18	*	13	11	*
3		*	*	*	*	*	*	*	*	*	*	*	13	*	*
4		16.67	*	*	50.00	*	*	8.33	*	*	25.00	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*	*	*	*		*	*	*	*	*
8		*	*		*	*	*	*	*		*	*	*	*	*
All Grades	22.50	6.06	6.02	27.50	28.79	9.64	30.00	40.91	50.60	20.00	24.24	33.73	80	66	83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	23.08	16.67	*	69.23	72.22	*	7.69	11.11	15	13	18
1	*	*	46.15	*	*	46.15	*	*	7.69	12	*	13
2	*	36.36	*	*	54.55	*		9.09	*	13	11	*
3	*	*	*	*	*	*		*	*	13	*	*
4	*	50.00	*	*	41.67	*	*	8.33	*	*	12	*
5		*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*		*	*	*	*	*
8		*	*		*	*	*	*	*	*	*	*
All Grades	40.00	25.76	24.10	50.00	63.64	61.45	*	10.61	14.46	80	66	83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	46.15	11.11	*	46.15	55.56	*	7.69	33.33	15	13	18
1	*	*	0.00	*	*	92.31	*	*	7.69	12	*	13
2	84.62	36.36	*	*	63.64	*		0.00	*	13	11	*
3	*	*	*	*	*	*	*	*	*	13	*	*
4	*	58.33	*	*	33.33	*		8.33	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*
7	*	*	*	*	*	*		*	*	*	*	*
8		*	*	*	*	*		*	*	*	*	*
All Grades	53.75	36.36	27.71	38.75	59.09	61.45	*	4.55	10.84	80	66	83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	7.69	5.56	*	84.62	66.67		7.69	27.78	15	13	18
1	*	*	15.38	*	*	38.46	*	*	46.15	12	*	13
2	*	0.00	*	*	81.82	*	*	18.18	*	13	11	*
3		*	*	*	*	*	*	*	*	13	*	*
4		8.33	*	*	66.67	*	*	25.00	*	*	12	*
5		*	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*
7		*	*	*	*	*	*	*	*	*	*	*
8		*	*	*	*	*	*	*	*	*	*	*
All Grades	22.50	4.55	7.23	46.25	60.61	43.37	31.25	34.85	49.40	80	66	83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	80.00	38.46	27.78	*	46.15	16.67		15.38	55.56	15	13	18
1	*	*	15.38	*	*	38.46	*	*	46.15	12	*	13
2	*	0.00	*	*	81.82	*	*	18.18	*	13	11	*
3	*	*	*	*	*	*	*	*	*	13	*	*
4	*	41.67	*	*	50.00	*		8.33	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*
7		*	*	*	*	*		*	*	*	*	*
8		*	*	*	*	*		*	*	*	*	*
All Grades	31.25	19.70	9.64	60.00	69.70	61.45	*	10.61	28.92	80	66	83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to the pandemic, summative ELPAC was not administered during the 2019-20 school year. The number of students taking the summative ELPAC increased significantly from 2018-19 to 2020-21.
2. During the 2020-21 school year, a large number of newly enrolled English Learners scored at the Beginning level.

3. Due to the pandemic and resulting school closure, most of our English Learners did not take the summative ELPAC in the spring of 2020. Hence, only 5 students were reclassified at the start of the 2020-21 school year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
301	82.1	23.9	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	72	23.9
Foster Youth		
Homeless	1	0.3
Socioeconomically Disadvantaged	247	82.1
Students with Disabilities	19	6.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1.0
American Indian or Alaska Native	4	1.3
Asian	2	0.7
Filipino	2	0.7
Hispanic	266	88.4
Two or More Races	4	1.3
Native Hawaiian or Pacific Islander	3	1.0
White	17	5.6

Conclusions based on this data:

1. More than 82% of our students come from socioeconomically disadvantaged households.

2. More than 88% of our students come from hispanic backgrounds.
3. More than 6% of our students have been diagnosed with a learning disability. This includes students receiving services for speech only.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Blue	Suspension Rate  Blue
Mathematics  Yellow		

Conclusions based on this data:

1. Our chronic absenteeism rate decreased significantly during the 2018-19 school year. During the 2019-20 and 2020-21 school years, students spent much of their time on distance learning and attendance was difficult to monitor.
2. Our suspension rate decreased significantly during the 2018-19 school year. Low suspension rates were sustained during the 2019-20 and 2020-21 school years.
3. We need to continue to make growth in the areas of ELA and mathematics.

School and Student Performance Data

Academic Performance English Language Arts

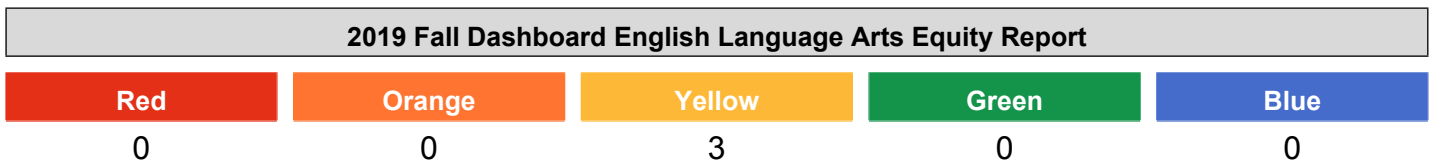
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 13.9 points below standard Increased Significantly ++15.2 points 177	<p>English Learners</p> Yellow 22.1 points below standard Increased ++14.2 points 84	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p> Yellow 16.9 points below standard Increased ++14.1 points 145	<p>Students with Disabilities</p> No Performance Color 109.1 points below standard Increased ++10.9 points 27

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 16.1 points below standard Increased ++14.4 points 146	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 37.2 points above standard Increased Significantly ++27.8 points 14

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
79.4 points below standard Increased Significantly ++24.5 points 35	18.8 points above standard Maintained ++2.1 points 49	14.2 points below standard Increased ++12 points 86

Conclusions based on this data:

- Students in all significant subgroups increased performance in ELA in 2019. Due to the pandemic, CAASPP was not administered in 2020 or 2021.
- Although our students with disabilities increased 11 points in ELA, they were still 109 points below standard.
- Our white students are the only subgroup who performed above standard in ELA in 2019.

School and Student Performance Data

Academic Performance Mathematics

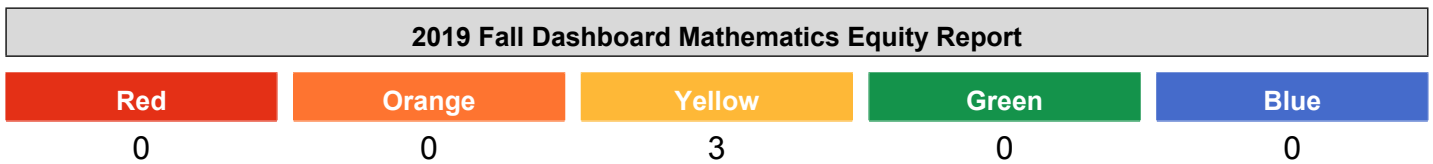
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Yellow 28.5 points below standard Increased Significantly ++10.5 points 177	<p>English Learners</p> Yellow 42.5 points below standard Increased Significantly ++17 points 84	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> Yellow 33 points below standard Increased Significantly ++10.5 points 145	<p>Students with Disabilities</p> No Performance Color 134.1 points below standard Increased ++3.5 points 27

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33 points below standard Increased Significantly ++10.7 points 146	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 44.5 points above standard Increased Significantly ++29.8 points 14

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
93.2 points below standard Increased ++14.8 points 35	6.3 points below standard Increased Significantly ++20 points 49	23.8 points below standard Increased ++14.6 points 86

Conclusions based on this data:

1. In 2019, all significant subgroups increased performance in the area of mathematics. Due to the pandemic, CAASPP was not administered in 2020 or 2021.
2. In 2019, white students were the only subgroup to perform above standard in the area of mathematics.
3. Although our students with disabilities increased 3 points in mathematics, they still performed more than 134 points below standard.

School and Student Performance Data

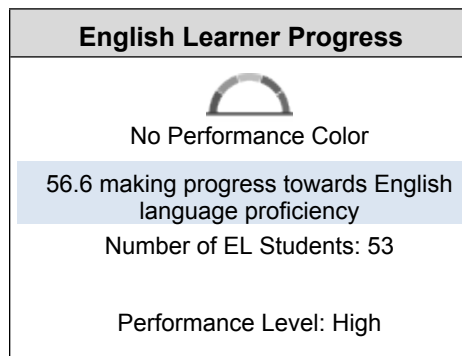
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.8	24.5	1.8	54.7

Conclusions based on this data:

- 81% of our English Learners maintained or progressed at least one ELPI level on the 2019 ELPAC assessment. Due to the pandemic, summative ELPAC was not administered in 2020.
- In 2019, 19% of our English Learners decreased one ELPI level on the ELPAC assessment.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

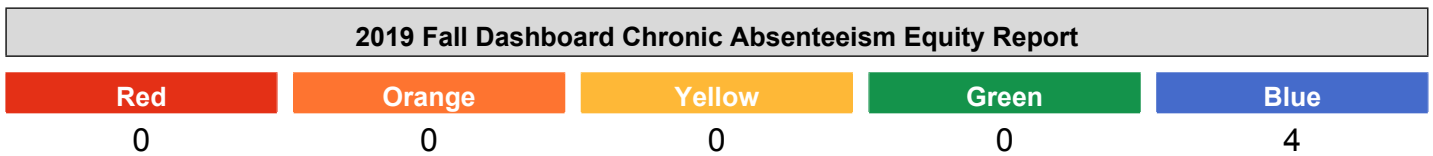
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>1</p> <p>Declined Significantly -10.4</p> <p>308</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Declined -12.5</p> <p>97</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>1.1</p> <p>Declined Significantly -11.5</p> <p>261</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0</p> <p>Declined -11.8</p> <p>40</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Blue 1.1 Declined Significantly -9.8 261	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Declined -23.1 21

Conclusions based on this data:

1. Our school-wide chronic absentee rate decreased significantly during the 2018-19 school year. During the 2019-20 and 2020-21 school years, students spent much of their time on distance learning and attendance was monitored differently.
2. Chronic absentee rates for all significant subgroups decreased significantly during the 2018-19 school year.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

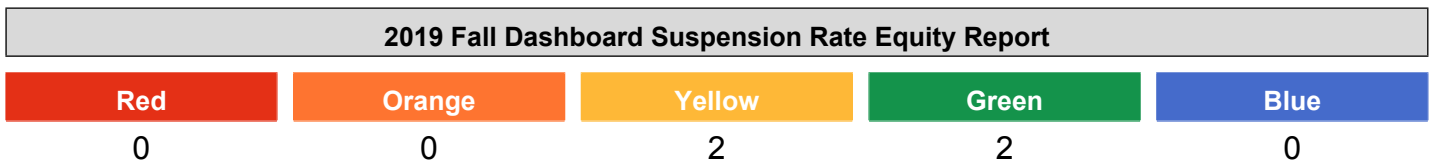
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Blue 0.9 Declined Significantly -1.8 321	<p>English Learners</p> Yellow 1.9 Maintained -0.2 105	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> Green 1.1 Declined Significantly -1.8 274	<p>Students with Disabilities</p> Yellow 4.8 Declined -3.1 42

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.1 Declined Significantly -1.5 273	 No Performance Color Less than 11 Students - Data 8	 No Performance Color Less than 11 Students - Data 3	 No Performance Color 0 Declined -3.8 21

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.8	0.9

Conclusions based on this data:

1. Overall, our school-wide suspension rate decreased during the 2018-19 school year. During the 2019-20 and 2020-21 school years, suspension rates remained low.
2. Our suspension rate for students with disabilities decreased significantly during the 2018-19 school year.
3. In 2019, our suspension rate for all students was less than 1%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All students will be provided the conditions for learning leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards aligned instructional materials in facilities which are well maintained.

Goal 1

Continue to provide all students access to Basic Services, ie: appropriately assigned and credentialed teachers, their own copy of standards-aligned materials, and facilities that meet the standard of "good repair."

Identified Need

English Learners will be provided both Designated and Integrated ELD as part of the core curriculum to enable access to the CA content standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implementation of SBE adopted standards	full implementation	full implementation and sustainability
Pupil Access to Instructional Materials	100% of students have access to instructional materials. Williams Review Fall 2021	100% of students have access to instructional materials. Williams Review Fall 2022
Teachers appropriately assigned and fully credentialed	100% of teachers are fully credentialed and appropriately assigned.	100% of teachers are fully credentialed and appropriately assigned.
Facilities maintained appropriately	Facilities are rated good or better in all areas. Facilities Inspection Tool (FIT) Fall 2021	Facilities are rated good or better in all areas. Facilities Inspection Tool (FIT) Fall 2022
Broad Course of Study	100% of students have access to ELA, science, history, math, PE, and integrated visual and performing arts. Site Master Schedule 2021-22	100% of students have access to ELA, science, history, math, PE, and integrated visual and performing arts. Site Master Schedule 2022-23

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal is fully supported through Centralized Services provided through the District's LCAP.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All students have access to fully credentialed teachers, standards-aligned materials, and facilities in good repair.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major changes were made between the intended implementation and/or budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Parents, Students, and the community will be ENGAGED to participate collaboratively in the educational process.

Goal 2

Stratford School will maintain a chronic absenteeism rate below 3% during the 2022-23 school year.

Identified Need

The pandemic had a significant negative impact on student attendance. Mandatory student quarantines and class closures have resulted in a high chronic absenteeism rate for 2021-22.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent input in decision making and participation is adequately sought.	90% of parents agree Spring 2021 Parent LCAP Survey	93% of parents will agree Spring 2022 Parent LCAP survey
School Attendance	Average daily attendance below 97.3% P2 data Spring 2022	Average daily attendance greater than 97.3% P2 data Spring 2023
Local Measures- Sense of Safety and School Connectedness	Sense of Safety 89% of K-2 students 73% of 3-8 students felt safe Sense of Connectedness 85% K-2 82% 3-8 Student SEL Survey Spring 2022	Sense of Safety 91% of K-2 students 75% of 3-8 students felt safe Sense of Connectedness 87% K-2 84% 3-8 Student LCAP Survey Spring 2023
Chronic Absenteeism	Chronic Absenteeism rate greater than 3% Dashboard Fall 2021	Chronic Absenteeism rate below 3% Dashboard Fall 2022
Pupil Suspension	Suspension Rate 1% Dashboard Fall 2021	Suspension Rate below 3% Dashboard Fall 2022

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.1 Parent Involvement Activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.2 Systematic plan to develop school connectedness for students and increase student attendance

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.3 School wide behavior expectations

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the pandemic and resulting state guidelines for social distancing, it was difficult to keep students engaged and connected to school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences are noted between the intended implementation and/or the budgeted expenditures to implement strategies/activities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to focus on implementing strategies to increase school connectedness for all students K-8.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All students will make progress towards proficient ACHIEVEMENT of state adopted standards through data driven decision making.

Goal 3

Stratford school will increase statewide assessment scores in ELA and Math by +5 points this year for "All Students" group.

Identified Need

School wide, our students performed 13.9 points below standard in ELA and 28.5 points below standard in Math on state assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Programs/Services to enable English Learners to access CA and ELD standards	<p>English Learners Distance from Standard Met</p> <p>ELA 22.1 points below standard</p> <p>Math 42.5 points below standard</p> <p>Fall 2019 Dashboard (Spring 2019 SBAC)</p>	<p>English Learners Distance from Standard Met</p> <p>ELA Increase 5 points, 17.1 points below standard</p> <p>Math Increase 15 points 37.5 points below standard</p> <p>Fall 2023 Dashboard (Spring 2023 SBAC)</p>
Statewide Assessments – English Language Arts	<p>All Students Distance from Standard Met</p> <p>ELA 13.9 points below standard</p> <p>Fall 2019 Dashboard (Spring 2019 SBAC)</p>	<p>All Students Distance from Standard Met</p> <p>ELA Increase 5 points 8.9 points below standard</p> <p>Fall 2023 Dashboard (Spring 2023 SBAC)</p>
Statewide Assessments – Mathematics	<p>All Students Distance from Standard Met</p> <p>Math 28.5 points below standard</p>	<p>All Students Distance from Standard Met</p> <p>ELA Increase 5 points 23.5 points below standard</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Fall 2019 Dashboard (Spring 2019 SBAC)	Fall 2023 Dashboard (Spring 2023 SBAC)
Percentage of English Learners who make English Proficiency progress	81% of EL students making progress. Spring 2019 ELPAC Data	82% of English Learners will make progress. Spring 2023 ELPAC data
English Learner Reclassification Rate	25% reclassification rate for English Learners. Dataquest 2018-19 RFEP data	10% reclassification rate for English Learners. Dataquest 2021-22 RFEP data

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

3.1 ELD Consultant

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted Students in need of intensive intervention in reading

Strategy/Activity

3.2 Reading Specialist

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

152,331.31

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted Students in need of intensive intervention in RLA and math

Strategy/Activity

3.3 Instructional Aides

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

107,704.34

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.4 English Language Arts Intervention, Enrichment, and Differentiation based on student needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7,500

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.5 Math Intervention, Enrichment, and Differentiation based on student needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,500

Source(s)

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.6 Comprehensive Professional Development Plan

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,000

Source(s)

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.7 Science & STEM Hands-on Enrichment Opportunities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,000

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our reclassification rate for English Learners during the 2020-21 school year was 6.3%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences are noted between the intended implementation and/or the budgeted expenditures to implement strategies/activities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to provide teachers with regular ELD coaching through a county contracted service. The coaching will continue to focus on designated and integrated ELD.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$292,115.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$292,035.65

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$292,035.65

Subtotal of additional federal funds included for this school: \$292,035.65

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$292,035.65

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Jennifer DeRaad	Other School Staff
Christina Gonzales	Principal
Kristi Vaughn	Parent or Community Member
Judy Rodriguez	Parent or Community Member
Liz Lopez	Parent or Community Member
Manuel Herrera	Parent or Community Member
Ruby Martinez	Parent or Community Member
Barbara Infante	Classroom Teacher
Angela Schalde	Classroom Teacher
Kimberly Rodrigues	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 04-19-2022.

Attested:



Principal, Christina Gonzales on 04-19-2022



SSC Chairperson, Kristi Vaughn on 04-19-2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

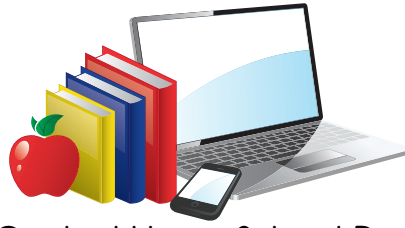
ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Thomas Addington
Superintendent

15783 18th Avenue
Lemoore, CA 93245
Telephone (559) 924-3405
Fax (559) 924-1153



Central Union School District
Lemoore, CA

To: Tom Addington
From: Cindee Rael
Date: June 13, 2022

For Board Meeting

- Action (Consent or New Business)
- Information

Item:

Universal Prekindergarten (UPK) Plan

Rationale/Purpose:

Decades of research demonstrate that an early and strong foundation for learning matters. California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences.

The 2021-22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding prekindergarten for all 4-year olds. Under state law, a plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022.

Fiscal Impact:

Increases enrollment and ADA.

Recommendation:

The District Governing Board approve the Universal Prekindergarten Plan.

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies
Released – December 17, 2021

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Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships. It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California Education Code (EC) Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day (EC Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of EC Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
 - a. Vision and Coherence
 - b. Community Engagement and Partnerships
 - c. Workforce Recruitment and Professional Learning
 - d. Curriculum, Instruction, and Assessment
 - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
 - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
 - b. Funding sources that can be utilized for facilities;
 - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the EC Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will

disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by June 30, 2022.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (EC 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion,	Turn five between September 2 and February 2; at district discretion,	Turn five between September 2 and April 2; at district discretion, turn	Turn five between September 2 and June 2; at district discretion, turn	Turn four by September 1

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
	turn five between December 3 and the end of the school year	turn five between February 3 and the end of the school year	five between April 3 and the end of the school year	five between June 3 and the end of the school year	
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community’s needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

UPK Planning Template Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Central Union Elementary Sch Dist	Cindee Rael	crael@central.k12.ca.us	559-925-2647

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]

No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

Projected Enrollment and Needs Assessment Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26. Complete the following tables.

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) ⁴	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	51	48	80	95	114	151
CSPP (if applicable)						

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	3.5	3.5	4	5	6	8
CSPP Classrooms						
Head Start or Other Early Learning and Care Classrooms						

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	3.5	3.5	4	5	6	8
TK Teacher's Assistants			4	5	6	8

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)						
Other CSPP Classroom Staff (if applicable)						
Early Education District-level staffing (if applicable)						

- As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

Table: Projected Number of TK Students Utilizing Extended Learning and Care

2019–20	Current	2022–23	2023–24	2024–25	2025–26
0	0	12	14	17	23

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
Head Start						
ASES Program/ELO-P	0	0	12	14	17	23

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

There are no required questions in this section.

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]

TK offered at some sites

TK stand-alone classes

TK and kindergarten combination classes

2. Does the LEA plan to implement full-day TK, part-day TK, or both? [select one]

Full Day TK

3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.

Full Day TK will be offered at 2 of the 4 sites in the District. The TK program will be offered at Neutra for the NASL Base Community and at Stratford for the off base community. The Expanded Learning Opportunity Program for Transitional Kindergarten students will be offered at Stratford (serving Central/Stratford TK students) and at Neutra (serving the base community).

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

No - the LEA has no plans to begin or expand a CSPP contract in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?

- a. 2022–23 (Birthdays February 3 or after) [select one]

No

b. 2023–24 (Birthdays April 3 or after) [select one]

No

c. 2024–25 (Birthdays June 3 or after) [select one]

No

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

Family or parent surveys

Tribal Community input session

English Learner Advisory Committee (ELAC)

District English Learner Advisory Committee (DELAC)

Special Education Local Plan Area (SELPA)

District Advisory Committee

2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]

Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

Join an existing intern preparation program to recruit and prepare teachers for your LEA

Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]

Partner with a local IHE offering eligible early childhood education or childhood development coursework

None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC.

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

Desired Results Developmental Profile (DRDP)

LEA-based, grade level benchmarks and a report card

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

Children’s literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)

Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

ACEs and trauma- and healing-informed practice

Creating developmentally-informed environments

Serving children with disabilities in inclusive settings, including Universal Design for Learning

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the California Preschool Learning Foundations (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the California Preschool Curriculum Frameworks (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]

Other [describe, open response]

The LEA will provide (305) - Structured English Immersion Program with Designated & Integrated ELD, but not Primary Language Instruction for all students identified as English Learners.

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

N/A - The LEA does not administer CSPP.

3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]

Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

Implement Universal Design for Learning

Provide adaptations to instructional materials

Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models

Provide additional staff to support participation in instruction

Other [open response]

Social Emotional Strategies

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

LEA-based grade level benchmarks and a report card

Other [describe, open response]

Early Childhood Environmental Rating Scale (ECERS) to guide TK Teachers in designing the classroom learning environment.

Ages & Stages Questionnaire, a parent-centered, developmental screening tool.

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?

The Central Union School District presently partners with the Kings County Office of Education for state preschool services. The collaborative approach between the District and the County Office will continue throughout the time period of TK implementation.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

No

- i. If no, how many more classrooms does the LEA need? [identify number, open response]

In overall evaluation of projected numbers, the District appears to need a total of 8 classroom spaces by full implementation period. This would be an increase of four classrooms to accommodate the projected enrollment increases.

- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

The District is compromised with bonding capacity, thus, adding additional spaces, will be challenging. The District may be required to move existing classrooms or readjust classroom assignments on various campuses in order to accommodate the additional four (4) spaces projected.

3. Does the space meet the kindergarten standards described in California Code of Regulations, Title 5, Section 14030(h)(2)? [multiple choice]

Yes

- i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

Yes

i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

No

i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

FMP is updated regularly, will work with consultant on needs of FMP relative to UPK, the FMP was recently updated, prior to the TK implementation direction. The District will continue to work with our consultant to ascertain funding sources which may be of assistance to address the TK expansion.

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

None of the above

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

No transportation will be provided

8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

No. Expanded learning opportunities would be offered at both sites with TK children.

Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]

2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]

3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]

4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]

5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]

8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]

9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]



Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA’s own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (EC Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California’s public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.
- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and

expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA’s development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA’s should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA’s application for its CSPP contract) what updates would the LEA like to make to the LEA’s program narrative to reflect implementation of TK?
2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA?
3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels?
4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)?
5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment?

Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs?
2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy?

Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks.

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.)

10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students?

Focus Area E: LEA Facilities, Services, and Operations

4. Describe what changes the LEA intends to make to the LEA’s Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families.

5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments.

6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade.

Thomas Addington
Superintendent

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Lemoore, CA 93245
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Board Members
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III
Steven Salefske

To: Central Union School Board of Trustees
From: Tom Addington, Superintendent
Date: June 3, 2022

For Board Meeting

x	Action (Consent or New Business)
	Information

Item:

Consider continuing of the daily substitute rate and update of long term substitute rate for the 2022-23 school year.

Rationale/Purpose:

In September, 2021 the Central Union School Board adjusted the substitute daily salary to \$175 day in an effort to solicit additional temporary staff in order to fill vacancies created when existing staff are absent. This daily rate has continued through June 3, 2022 and then the Board was to be presented additional information for consideration of substitute rates for 2022-23 school year at the June board meeting.

Since implementation of the substitute salary increase the District has observed a significant decrease of unfilled positions, which reduces overall stress on the site system with operations and class coverage. The District has also witnessed an increase of new substitutes being added to the available substitute list.

It is requested to continue with the \$175 daily substitute rate to maintain our fill rate and adjust the long term rate to \$250 a day for substitutes who are scheduled to work 20 or more consecutive days in a classroom for the absent employee. Long term substitutes are tasked with preparing lesson plans, collaborating with grade level teachers, preparing and entering grades and report cards, and holding parent conferences.

Fiscal Impact:

Fiscal impact to the District has demonstrated an increase in allocated resources to substitute teacher costs, though not greatly increased over prior years. Certificated contract stipulates that staff members who have exhausted all paid sick leave experience a cost of substitute deduction, and their pay is deducted to cover the cost of the substitute.

Recommendation:

- Approve the new Substitute Salary Schedule for 2022-23 to be able to continue to retain our filling rate and compensate long term substitutes appropriately.



**Certificated
Substitute Salary Schedule
2022-23
Board approved XX/XX/XX**

Teacher Substitutes – Daily Rates	Day	½ Day
Daily	\$ 175.00	\$ 87.00
20 or more consecutive days	\$ 250.00	\$ 125.00

All certificated substitutes will be paid based upon the schedule above. In order to qualify for the \$250.00 amount, the substitute must work consecutively for the same teacher for 20 or more days.

A substitute working on an early-release day will be paid for the full day.

A half-day A.M. (morning) substitute shall not work past the students' lunch period.

**Classified
Substitute Salary Schedule
2022-23**

All classified substitutes will be paid on the hourly rate of the first step in the class for which they are subbing. Salary schedules are posted on the Central Union Elementary School Website under the Human Resources page.

Central Union Retirees: Any classified employee who is hired as a substitute after retirement from this district will not be paid less than their rate at the time of their retirement, provided that the rate of pay which the retiree is to receive will not be less than the minimum, nor exceed the maximum that is paid to an employee performing comparable duties (CalPERS retirement guide). In the event the retiree's rate of pay at retirement is greater than the maximum for the substitute pay, the retiree will receive the closest rate of pay for the services provided.

Pay Period: The pay period runs from the 13th of the month to the 12th of the following month. Payday is the last working day of the month. Substitute checks are mailed via USPS the day before payday.

Sick leave is earned per AB 1522. No health benefits are provided.

EMERGENCY PERMITS

School District		1-5	6-10	11-19	20-30	31+	
10-Armona Elementary SD	15th	150.00	150.00	150.00	160.00*	160.00	*20th consecutive days in same assignment.
11-Central Union SD	12th	175.00	175.00	175.00	175.00	175.00	
38-Corcoran Unified SD	15th	215.00	215.00	250.00*	250.00	250.00	*11 st consecutive days in same assignment
13-Hanford Elementary SD	12th	150.00	150.00	150.00	150.00	170/190*	*31st day or long term as determined by HESD. \$170/day STSP or TPSL, \$190/day credentialed substitute.
27-Hanford High SD	10th	140.00	140.00	140.00	170.00*	170.00	21st consecutive day in same assignment
15-Island SD	15th	145.00	145.00	145.00	165.00*	165.00	*30th consecutive days in assignment retro to 1st day
73-KCOE	15th	215.00	215.00	215.00	215.00	215.00	½ day = 3.5 hrs \$215 effective 10/16/21
17-Kings River-Hardwick SD	15th	150.00	150.00	150.00	150.00	150.00	long term assignment is determined by district
18-Kit Carson SD	15th	140.00	140.00	140.00	170.00*	170.00	*20th consecutive days in assignment
19-Lakeside Elementary SD	15th	175.00	175.00	175.00	175.00	175.00	½ day = 4 hrs. Full day is 5 or more hrs.
20-Lemoore Elementary SD	15th	105.00	105.00	105.00	151.52*	151.52	*20 th consecutive days in assignment retro to 1 st day
31-Lemoore High SD	15th	150.00	150.00	150.00	150.00	150.00	Daily rate \$150 paid to subs who work over 3.5hrs. ½ day rate less 3.5 hrs.
21-Pioneer Elementary SD	15th	150.00	150.00	150.00	160.00*	160.00	*20th consecutive days in same assignment.
45-Reef-Sunset Unified SD (Avenal)	10 th	215.00	215.00	225.00*	225.00	225.00	*11 th consecutive day in assignment.

(Payroll cut off dates see above)

APPLICANTS HOLDING EMERGENCY 30-DAY OR PROSPECTIVE TEACHER PERMITS CANNOT TEACH IN THE SAME CLASS MORE THAN 30 DAYS (20 DAYS IN SPECIAL EDUCATION) FOR THE SCHOOL YEAR.

CREDENTIALS (MULTIPLE/SINGLE SUBJECT, SPECIAL EDUCATION)

School District		1-5	6-10	11-19	20-30	31+	
10-Armona	15th	150.00	150.00	150.00	160.00*	150.00	*20th consecutive days in same assignment.
11-Central Union	12th	175.00	175.00	175.00	175.00	175.00	
38-Corcoran Unified	15th	215.00	215.00	250.00*	250.00	250.00	*11 consecutive days \$250/day in same assignment
13-Hanford Elementary	12th	150.00	150.00	150.00	150.00	170/190*	*31st day or long term as determined by HESD. \$170/day STSP or TPSL, \$190/day credentialed substitute.
27-Hanford High	10th	140.00	140.00	140.00	170.00*	170.00	21 st consecutive day in same assignment
15-Island Elementary	15th	145.00	145.00	145.00	165.00*	165.00	*30th consecutive day in assignment retro to 1st day
73-KCOE	15th	215.00	215.00	215.00	215.00	215.00	½ day = 3.5 hrs \$215 effective 10/16/21
17-Kings River-Hardwick	15th	150.00	150.00	150.00	150.00	150.00	Long term assignment determined by district
18-Kit Carson	15th	140.00	140.00	140.00	170.00*	170.00	*20th consecutive days in assignment
19-Lakeside	15th	175.00	175.00	175.00	175.00	175.00	½ day = 4 hrs. full day is 5 or more hrs.
20-Lemoore Elementary	15th	105.00	105.00	105.00	151.52*	151.52	*20th consecutive days in assignment retro to 1st day
31-Lemoore High	15th	150.00	150.00	150.00	150.00	150.00	Daily rate \$150 paid to subs who work over 3.5hrs. ½ day rate less 3.5 hrs.
21-Pioneer Elementary	15th	150.00	150.00	150.00	160.00*	160.00	*20th consecutive days in same assignment.
45-Reef-Sunset Unified SD (Avenal)	10 th	240.00	240.00	250.00*	250.00	250.00	12 th day –consecutive days in same assignment placed on short term contract



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: _____

Revised Declaration of Need for year: 2022-23

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Central Union School District District CDS Code: 16-63883

Name of County: Kings County CDS Code: 16-10165

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 06 / 13 / 2022 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2023.

Submitted by (Superintendent, Board Secretary, or Designee):

<u>Thomas Addington</u>	_____	Superintendent
<i>Name</i>	<i>Signature</i>	<i>Title</i>
<u>559-924-1153</u>	<u>559-924-3405</u>	<u>6/13/22</u>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
<u>15783 18th Avenue, Lemoore, CA 93245</u>		
<i>Mailing Address</i>		
<u>taddingt@central.k12.ca.us</u>		
<i>EMail Address</i>		

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	5 _____
Bilingual Authorization (applicant already holds teaching credential)	_____ _____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____ _____
Teacher Librarian Services	_____ _____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	5
Single Subject	2
Special Education	1
TOTAL	8

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
Science	1
Math	1

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. Partner with agencies listed below. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? 5 _____

If yes, list each college or university with which you participate in an internship program.
KCOE Grow Intern Program, TCOE Impact Program, Univ of Mass, CalState Fresno, Fresno Pacific Univ,

National Univ, Western Governors Univ and Pacific Oaks

If no, explain why you do not participate in an internship program.

