

MANCHESTER UNION ELEMENTARY SCHOOL DISTRICT

REGULAR MEETING OF THE BOARD OF TRUSTEES

Tuesday, March 14, 2023

Manchester School Library

4:00 p.m.

Public may attend this meeting via Zoom at <https://us02web.zoom.us/j/83839280769> / Meeting ID: 838 3928 0769

NOTICE TO THE PUBLIC

* Members of the School Board and the community have an opportunity to review Agenda information prior to the meeting. Audience participation is welcome and encouraged. The Chair will recognize those members of the audience who wish to speak and may set a time limit on each person's remarks if he/she feels it necessary. Each person wishing to speak will be asked to identify himself/herself prior to speaking. Generally the Chair will ask the public for their remarks after individual Board Members have had an opportunity to speak. At the President's discretion, Agenda items may be considered in other than numerical order.

* Written materials distributed to the Board and the public within 72 hours of the Board meeting are available for public inspection immediately upon distribution at the Manchester School District Office, 19550 S. Hwy 1, Manchester.

* In compliance with Government Code 54954.2(a), the Manchester School Board of Education, will, on request make this agenda available in appropriate alternative formats to persons with a disability, as required by Section 202 of the American with Disabilities Act of 1990 (42 U.S.C. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Kristin Larson Balliet, Board Secretary, Manchester Union Elementary School, 19550 S. Hwy 1, Manchester, CA 95459. Telephone (707) 882-2374

AGENDA

*Acronyms used in this agenda:

AB	Assembly Bill	CSI	Comprehensive Support and Improvement
AR	Administrative Regulations	MCOE	Mendocino County Office of Education
BP	Board Policy	MUTA	Manchester Union Teachers Association

1.0 Call to order ACTION
1.1 Establishment of a quorum
1.2 Pledge to the Flag

2.0 Approval of Agenda ACTION

3.0 Public comment on non-agenda items INFORMATION

Items not on the Agenda may be introduced by members of the audience; however, no discussion or formal action will be taken by the Board at this time.

4.0 Consent Calendar ACTION

The following items presented under the consent calendar are considered by the Board to be routine and will be enacted upon by the board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless members of the Board, staff or public request specific items to be discussed and/or removed from the consent calendar. This must be done prior to the approval of the agenda.

4.1 Approval of the Minutes of the Regular meeting of February 14, 2023

4.2 Payroll and Expenditures

INFORMATION ITEMS

5.0 Communications INFORMATION

5.1 Reminder to Board/Admin staff members: Form 700 due by April 3, 2023

5.2 Legal Update regarding AB 361 from Schools and College Legal

5.3 MUESD will no longer be eligible for CSI in 2023-24

6.0 REPORTS INFORMATION

6.1 Board:

6.2 Business Manager:

6.3 Staff

6.4 Superintendent / Principal

DISCUSSION ITEMS

- | | | |
|-----|--|---------------------------|
| 7.0 | Disclosure of the initial proposals of MUTA to MUESD for sunshine of initial contract negotiations items | INFORMATION
DISCUSSION |
| | <ul style="list-style-type: none">● Article 1: Agreement to determine the length of this successor agreement● Article 14: Hours and Adjunct Duties to clarify procedures.● Article 17: Health and Welfare Benefits● Article 18: Salaries● Other CBA articles as needed | |

- | | | |
|-----|----------------------------------|---------------------------|
| 8.0 | Development of District Calendar | INFORMATION
DISCUSSION |
|-----|----------------------------------|---------------------------|

ACTION ITEMS

- | | | |
|------|---|-------------------------------------|
| 9.0 | Approval of the ongoing adherence to AB 361 Rules for Board Meetings | INFORMATION
DISCUSSION
ACTION |
| 10.0 | Second Reading and Approval of BP 5131.4: Student Disturbances | INFORMATION
DISCUSSION
ACTION |
| 11.0 | Second Reading and Approval of BP 5131: Conduct | INFORMATION
DISCUSSION
ACTION |
| 12.0 | Second Reading and Approval of BP and AR 5141.4: Child Abuse Prevention and Reporting | INFORMATION
DISCUSSION
ACTION |
| 13.0 | Second Reading and Approval of BP and AR 5144.1: Suspension & Expulsion | INFORMATION
DISCUSSION
ACTION |
| 14.0 | Approval of Transportation Plan | INFORMATION
DISCUSSION
ACTION |
| 15.0 | Approve Second Interim Report | INFORMATION
DISCUSSION
ACTION |
| 16.0 | Adoption of new English Language Arts / English Language Development curriculum, K-5 | INFORMATION
DISCUSSION
ACTION |
| 17.0 | LCAP UPDATE | INFORMATION
DISCUSSION
ACTION |

18.0 Educator Effectiveness Block Grant, 2021, First Reading

INFORMATION
DISCUSSION
ACTION

19.0 Public Comments on item to be heard in Closed Session

19.1 Recess to Closed Session at:

With respect to every item of business to be discussed in closed session pursuant to Section 54957

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

CONFERENCE WITH LABOR NEGOTIATOR (Gov't Code 54957.6)

Agency Designated Representative: Kristin Larson Balliet

Employee Organization: Manchester Union Teachers Association (MUTA)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: Superintendent/Principal: Goals & Evaluation

19.2 Reconvene to Open Session at:

19.3 Report from Closed Session:

20.0 Next agenda items:

Special Board Meeting: March 21, 2023

- Approve Educator Effectiveness Block Grant
- Approve Independent Study Plan
- Sunshine of initial proposals of the Manchester Union Elementary School District to MUTA for initial contract negotiations
- Audit engagement

Regular Board Meeting: April 4, 2023

- Continue development of district budget
- Consideration and possible approval of initial proposals of the Manchester Union Elementary School District to MUTA for initial contract negotiations
- Review planning for promotion
- Board Policy review and update

20.0 Adjournment

**Next Meeting of the Board
Tuesday, March 21, 2023**

MANCHESTER UNION ELEMENTARY SCHOOL DISTRICT

REGULAR MEETING OF THE BOARD OF TRUSTEES

Tuesday, February 14, 2023

Manchester School Library

4:00 p.m.

MINUTES

*Acronyms used in this agenda:

AB	Assembly Bill	MCOE	Mendocino County Office of Education
AR	Administrative Regulations	MUTA	Manchester Union Teachers Association
BP	Board Policy	SARC	School Accountability Report Card

1.0 Call to order

Board President, Franny Robbings, called the meeting to order at 4:08.

1.1 Establishment of a quorum

Board attendees: Erin Piper, Frances Robbings

Board absent: Diana Weston-Williams

Administration: Kristin Larson Balliet, Elsie Piper

Others present: Rick Barton, Jennifer Dempsey

1.2 Pledge to the Flag

2.0 Approval of Agenda

MSP Erin, Franny. Passed 2-0.

3.0 Public comment on non-agenda items: None

4.0 Consent Calendar

MSP Erin, Franny. Passed 2-0.

4.1 Approval of the Minutes of the Regular meeting of January 24, 2023

4.2 Approval of Memorandum of Understanding with Mendocino Unified School District

4.3 Payroll and Expenditures

4.4 Mendocino County County Investment Report, December 31, 2022

INFORMATION ITEMS

5.0 Communications

5.1 Reminder to Board/Admin staff members: Form 700 due by April 3, 2023

5.2 Message from Cindy Gonzalez regarding updates to BP and AR

6.0 REPORTS

6.1 Board: None

6.2 Business Manager: None

6.3 Staff: Jennifer Dempsey, teacher, reported there have been several days of school closures, as well as students absent due to COVID-19 and other illnesses. Mrs. B and Rick are working on reading skills. TK-2 is working on math and using this to reinforce social studies and science. They are taking regular trips to the library. 3-5 are working on research projects about states in the USA. They are also doing a unit on exploration. They have finished their Geology unit and are working on art projects for the local Art Show.

6.4 Superintendent / Principal

COVID-19 cases are decreasing. Mandatory masking and increased vigilance through 2-17-23. No teaching sub positions went unfilled during this time. New attendance system is going well. Also purchasing Document tracking services for \$395.00. This should be a time saver and will keep important electronic records safe. 6th-8th went to Lighthouse & Rollerville (Amy's treat; would like to reimburse) TK-2 started their monthly trips to the library 3-5 considering a two-night trip to learn about ecology Expectations Stations: February 28 Family Night: Literacy will be on March 22
Lap-a-Thon will be March 31. No school Feb. 20-24

ACTION ITEMS

7.0 Approval of the ongoing adherence to AB 361 Rules for Board Meetings

MSP Erin, Franny. Passed 2-0.

8.0 Annual Hearing and Ratification of Comprehensive School Safety Plan,

2022-2023

Kristin reviewed the Comprehensive Safety Plan and discussed plans for the staff to work together in

- assigning roles, as well as updating practice protocols. MSP Erin, Franny. Passed 2-0.
- 9.0 Approve Resolution # 2223-3: Staywell Health Plan JPA for fiscal year 2023-2024
MSP Erin, Franny. Passed 2-0.
- 10.0 First Reading BP 5131.4: Student Disturbances
No questions or concerns. Ready to approve at the next meeting.
- 11.0 First Reading BP 511: Conduct
The Board discussed removing unnecessary notes in this policy, prior to approving at the next meeting.
- 12.0 First Reading BP and AR 5141.4: Child Abuse Prevention and Reporting
No questions. Ready for approval at the next meeting.
- 13.0 First Reading BP and AR 5144.1: Suspension & Expulsion
No questions. Ready for approval at the next meeting.

DISCUSSION ITEMS

- 14.0 Development of District Calendar
Kristin noted we are waiting for clarification from Point Arena School Districts about their calendars, as our calendar needs to be closely aligned to theirs, since their cafeteria prepares our food.
- 15.0 School Accountability Card: Update
The updated SARC was shared. This does not need to be an approval item, due to clarification from CDE. The original SARC shared was missing some data, due to that data not being available through CDE.
- 16.0 Budget Committee Update: Proposed Dates & Structure
Kristin shared anyone at the school who is interested is welcome to be on this committee. Erin agreed to serve as the Board member on the committee. Meetings will be: March 8: goals, overview, process & April 19: priority setting, gathering of input
- 17.0 3rd-5th Grade 2-Night Trip to Pacific Environmental Education Center
Kristin shared the tentative plan for this trip, organized by Avis Anderson.
- 18.0 MUESD Meal Count Collection Procedures: Updated
Kristin shared procedures that have been updated, due to the new, digital Student Information System. 19.0
- Survey of MUESD for Parents and Community
Kristin shared that paper surveys and electronic surveys will be disseminated by the final week of February, both on paper and electronic. These are for parents, students, staff, and community. We look forward to reviewing the data as we consider next steps at our school. 20.0
- Public Comments on item to be heard in Closed Session None.
- 20.1 Recess to Closed Session at: 5:25
With respect to every item of business to be discussed in closed session pursuant to Section 54957
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
CONFERENCE WITH LABOR NEGOTIATOR
MUTA Negotiator: Kristin Larson Balliet
PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Title: Superintendent/Principal: Goals & Evaluation
- 20.2 Reconvene to Open Session at: 5:55
- 20.3 Report from Closed Session:
Discussed public employee discipline, labor negotiations, superintendent/principal goals & evaluation. No action taken.
- 21.0 Next agenda items:
- Continue development of district budget
 - Local Control and Accountability Plan (LCAP) update
 - Approve second interim report
 - Review planning to date for promotion
 - Superintendent's evaluation & contract
 - Adoption of new English Language Arts / English Language Development curriculum, K-5
 - Board Policy review and update
- 22.0 Adjournment
MSP Erin, Franny to adjourn at 5:56. Passed. 2-0.

**Next Regular Meeting of the Board
Tuesday, March 14, 2023**

76 - WARRANT/PASS-THROUGH			Fiscal Year 2022/23	
JE #	Description	Debits	Credits	Running Balance
	**Balance Forward			23,305.79
02/10/23	CT23-00651 20230210-REG		1,641.07	21,664.72
02/10/23	PR23-00041 20230210-REG	8,661.46	5,267.16	25,059.02
02/10/23	PR23-00042 20230210-REG		163.65	24,895.37
02/28/23	CT23-00736 20230228-REG		17,488.44	7,406.93
02/28/23	PR23-00044 20230228-REG	54,699.74	24,054.97	38,051.70
02/28/23	PR23-00045 20230228-REG		1,306.68	36,745.02
	Total for 2/2023	63,361.20	49,921.97	
	Net Change	13,439.23		

Recap by Resource					
Rsrc-PY	Bal Forward	Debit	Credit	Ending Bal	Resource Description
-	23,305.79	63,361.20	49,921.97	36,745.02	
0000-0	.00			.00	NO REPORTING REQUIREM
	23,305.79	63,361.20	49,921.97	36,745.02	

Checks Dated 03/09/2023

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-OBJT-SCH-GOAL-FUNC-DIST	Comment	Expensed Amount	Check Amount
754397	03/09/2023	ALPHA ANALYTICAL LABORATORIES	01-0000-0-5800-001-0000-8110-0000	WATER TEST		50.00
754398	03/09/2023	ARTIE BELLS MOBILE MECH SERV	01-0740-0-5800-001-0000-3600-0000	45 DAY INSP +		862.50
754399	03/09/2023	DEEP VALLEY SECURITY INC	01-0000-0-5800-001-0000-8110-0000	MONITORING FEE		62.95
754400	03/09/2023	KYOCERA DOCUMENT SOLUTIONS NOR THERN CA INC	01-0000-0-5800-001-0000-2700-0000	SERVICE CONTRACT	48.17	
754401	03/09/2023	ODP BUSINESS SOLUTIONS LLC	01-0000-0-5800-001-0000-7200-0000	SERVICE CONTRACT	20.64	
754402	03/09/2023	PATERSON, ANNAN	01-0000-0-5800-001-1110-1000-0000	SERVICE CONTRACT	68.81	137.62
754403	03/09/2023	SONOMA COUNTY OFFICE OF EDUCAT	01-1100-0-4300-001-1110-1000-0000	FOLDERS		58.11
VCH-00000162	03/09/2023	BARTON, RICK	01-3214-0-5800-001-1110-3110-0000	COUNSELING		1,181.25
			01-0000-0-4300-001-0000-2700-0000	FORMS	139.15	
			01-0000-0-4300-001-0000-7200-0000	FORMS	59.63	198.78
			01-3212-0-5800-001-1110-1000-0000	LICENSES		1,193.30
					8	3,744.51
Fund Recap						
Fund	Description	Check Count	Expensed Amount			
01	GENERAL FUND	8	3,744.51			
	Total Number of Checks	8	3,744.51			
	Less Unpaid Tax Liability		.00			
	Net (Check Amount)		3,744.51			

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

Checks Dated 03/02/2023

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-OBJT-SCH-GOAL-FUNC-DIST	Comment	Expensed Amount	Check Amount
753989	03/02/2023	AT&T	01-0000-0-5903-001-0000-8200-0000	2 17 23 BILLING		77.87
753990	03/02/2023	DELTA DENTAL PLAN OF CALIF.	01-0000-0-9514-000-0000-0000-0000	MARCH		1,565.85
753991	03/02/2023	DEMPSEY, JENNIFER	01-3212-0-4300-001-1110-1000-0000	LESSON PIX SUB		36.00
753992	03/02/2023	P G & E	01-0000-0-5510-001-0000-8200-0000	FEBRUARY		10.51
753993	03/02/2023	S & B MARKET	01-0000-0-4300-001-0000-8110-0000	MAINT SUPPLIES		24.32
753994	03/02/2023	SCHOOL & COLLEGE LEGAL SERVICE	01-0000-0-5800-001-0000-2700-0000	WORKSHOP	31.50	
753995	03/02/2023	SOLID WASTES OF WILLITS INC.	01-0000-0-5800-001-0000-7200-0000	WORKSHOP	13.50	45.00
753996	03/02/2023	VISION SERVICE PLAN	01-0811-0-5540-001-0000-8200-0000	FEBRUARY		531.60
VCH-00000160	03/02/2023	BARTON, RICK	01-0000-0-9514-000-0000-0000-0000	MARCH		249.70
VCH-00000161	03/02/2023	PIPER, ELSIE	13-5310-0-5200-001-0000-3700-0000	MILEAGE BR & LUNCHES		35.00
			01-0000-0-4300-001-0000-2700-0000	SUPPLIES MILEAGE	41.83	
			01-0000-0-4300-001-0000-7200-0000	SUPPLIES MILEAGE	17.92	
			01-0000-0-5200-001-0000-2700-0000	SUPPLIES MILEAGE	26.25	
			01-0000-0-5200-001-0000-7200-0000	SUPPLIES MILEAGE	11.25	
			01-3212-0-4300-001-0000-8200-0000	SUPPLIES MILEAGE	48.96	
			01-3212-0-4300-001-1110-1000-0000	SUPPLIES MILEAGE	35.33	181.54
Total Number of Checks					10	<u>2,757.39</u>

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	9	2,722.39
13	CAFETERIA SPECIAL REVEN	1	35.00

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

Checks Dated 03/02/2023

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-OBJT-SCH-GOAL-FUNC-DIST	Comment	Expensed Amount	Check Amount
			10			
				Total Number of Checks		2,757.39
				Less Unpaid Tax Liability		.00
				Net (Check Amount)		<u>2,757.39</u>

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

ReqPay12d

Board Report

Checks Dated 02/23/2023

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-OBJT-SCH-GOAL-FUNC-DIST	Comment	Expensed Amount	Check Amount
753540	02/23/2023	DOCUMENT TRACKING SERVICES				
			01-0000-0-5800-001-0000-2700-0000	LICENSE FEE	276.50	
			01-0000-0-5800-001-0000-7200-0000	LICENSE FEE	118.50	395.00
753541	02/23/2023	LARSON, KRISTIN	01-3212-0-4300-001-1110-1000-0000	AUDITORY FEEDBACK PHONES		60.33
				Total Number of Checks	2	455.33

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	2	455.33
	Total Number of Checks	2	455.33
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		455.33

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

ReqPay12d

Board Report

Checks Dated 02/16/2023

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-OB-JT-SCH-GOAL-FUNC-DIST	Comment	Expensed Amount	Check Amount
753067	02/16/2023	ACTION NETWORK	01-3214-0-5800-001-1110-3110-0000	WELLNESS CHECKS		3,575.00
753068	02/16/2023	ALPHA ANALYTICAL LABORATORIES	01-0000-0-5800-001-0000-8110-0000	WATER TESTS		50.00
753069	02/16/2023	BUSWEST	01-0740-0-4300-001-0000-3600-0000	LIGHT SWITCH		38.38
753070	02/16/2023	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE//CASHIERING UNIT	01-0000-0-5800-001-0000-2700-0000	FINGERPRINTING	22.40	
753071	02/16/2023	MENDOCINO COMMUNITY NETWORK	01-0000-0-5800-001-0000-7200-0000	FINGERPRINTING	9.60	32.00
753072	02/16/2023	ODP BUSINESS SOLUTIONS LLC	01-0000-0-5800-001-0000-2700-0000	ACCT 6511	6.27	
753073	02/16/2023	POINT ARENA GAS	01-0000-0-5800-001-0000-7200-0000	ACCT 6511	2.68	8.95
753074	02/16/2023	POINT ARENA JOINT UN. HIGH SCH	01-0000-0-4300-001-0000-8200-0000	SUPPLIES	32.35	55.20
753075	02/16/2023	QUILL CORPORATION	01-1100-0-4300-001-1110-1000-0000	SUPPLIES	22.85	
753076	02/16/2023	S & B MARKET	01-0740-0-4300-001-0000-3600-0000	DIESEL & GAS BUS & VAN		423.25
753077	02/16/2023	SCHOOL SPECIALTY/CLASSROOM DIR	13-5310-0-4700-001-0000-3700-0000	DECEMBER		2,020.00
			01-0000-0-4300-001-0000-2700-0000	PAPER SUPPLIES	63.48	
			01-0000-0-4300-001-0000-7200-0000	PAPER SUPPLIES	27.20	
			01-1100-0-4300-001-1110-1000-0000	PAPER SUPPLIES	92.71	183.39
			01-0000-0-4300-001-0000-8110-0000	KEYS		6.00
			01-1100-0-4300-001-1110-1000-0011	JOURNALS		69.47
				Total Number of Checks	11	6,461.64

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	10	4,441.64
13	CAFETERIA SPECIAL REVEN	1	2,020.00

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

Checks Dated 02/16/2023

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-OBJT-SCH-GOAL-FUNC-DIST	Comment	Expensed Amount	Check Amount
			11	Total Number of Checks	6,461.64	
				Less Unpaid Tax Liability	.00	
				Net (Check Amount)	<u>6,461.64</u>	

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



SCHOOL & COLLEGE LEGAL SERVICES OF CALIFORNIA

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LEGAL UPDATE

February 23, 2023

To: Superintendents, Member-School Districts (K-12)
From: Jennifer Henry, Senior Associate General Counsel *J.H.*
Subject: UPDATED FOR 2023 Brown Act Virtual Meeting Requirements
Memo No. 02-2023

This Legal Update clarifies how a public agency's can rely on the AB 361 teleconferencing rules for the remainder of 2023. It also fixes two typographical errors from the November 8, 2022 Legal Update. Revisions are shown in yellow highlighting.

When California ends its COVID-19 State of Emergency on February 28, 2023, LEAs that have adopted the AB 361 teleconferencing resolution prior to that date could continue to meet virtually so long as state or local officials continue to recommend measures to promote social distancing and the LEA's governing board continues to make monthly findings as required.¹

Assembly Bill ("AB") 2449, signed into law on September 13, 2022, amended Government Code section 54953 to provide authority and specific requirements for public agencies to allow individual board members to appear at meetings via videoconference for "just cause" and under "emergency circumstances" while remaining in compliance with the Brown Act (Gov. Code §§ 54950 *et seq.*). AB 2449 goes into effect on January 1, 2023, and sunsets on December 31, 2025. AB 2449's primary difference from the pre-pandemic Brown Act rules on teleconferencing² is that the teleconference location does not have to be identified on the agenda or accessible to the public.

On the following pages, we have provided a chart comparing pre-pandemic ("traditional") teleconferencing requirements (which remain in effect and allow Board members to appear virtually for any reason, provided their location meets specific requirements) with AB 361 (which, while operative through the end of

¹ See Section 3 of AB 361, Government Code section 54953 (e)(1), (3);
https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB361.

² We use "teleconferencing" herein to mean conference via telephone or video, as defined in the Traditional Brown Act statute.

Currently posted on the Department of Industrial Relations from its website at www.dir.ca.gov:

§3205. COVID-19 Prevention

Subchapter 7. General Industry Safety Orders

Introduction

(B) While eating or drinking at the workplace, provided employees are at least six feet apart and, if indoors, the supply of outside or filtered air has been maximized to the extent feasible.

Currently recommended for consideration by Cal-OSHA to mitigate COVID-19 spread, via Mendocino County Health website:

https://www.dir.ca.gov/dosh/coronavirus/Non_Emergency_Regulations/

- i. Remote work.
- ii. **Physical distancing.**
- iii. Reducing population density indoors.
- iv. Moving indoor tasks outside.
- v. Implementing separate shifts and/or break times.
- vi. Restricting access to work areas.

AGENDA ITEM # 5.3

continued

January 19, 2023

To: Kristin Balliet, Manchester Union Elementary School District Superintendent
and the Manchester Union Elementary School District Board of Trustees
From: Avis Anderson, Manchester Union Teachers Association CTA/NEA President

The Manchester Union Teachers Association (MUTA/Association) hereby notifies the Manchester Union Elementary School District (MUESD/District) of its intent to sunshine and negotiate a successor agreement to the Collective Bargaining Agreement (CBA.) MUTA hereby “sunshines” the following, maintaining the rest of the previous CBA as is and reserving the right to open other articles as necessary until the completion of negotiations.

Article 1: Agreement to determine the length of this successor agreement.

Article 14: Hours and Adjunct Duties to clarify procedures.

Article 17: Health and Welfare Benefits in order to attract and retain quality employees and to provide the best possible coverage for those employees.

Article 18: Salaries in order to attract and retain quality employees and to provide for a quality of life commensurate to the important work certificated and classified employees do with students.

Also, we ask to open other CBA articles as needed to update language and clarify current procedures and expectations.

Sincerely,

Avis Anderson
MUTA President

**POINT ARENA JOINT UNION HIGH SCHOOL
ARENA UNION ELEMENTARY SCHOOL
MASTER CALENDAR
2023-2024**

EARLY RELEASE EVERY WEDNESDAY

*Dr. A. F. ...
D. Ross ...
8/15/23*

M	T	W	TH	F	
JULY					
0					
3	4	5	6	7	
10	11	12	13	14	4 - Holiday-Independence Day
17	18	19	20	21	
24	25	26	27	28	
31					

M	T	W	TH	F	
JANUARY					
17					
1	2	3	4	5	1 - Holiday-New Year's Da
8	9	10	11	12	1-5 Winter Break
15	16	17	18	19	8 - School Resumes
22	23	24	25	26	15 - Holiday-Martin Luthe
29	30	31			

AUGUST					
7					
1	2	3	4	9 - Board Meeting	
7	8	9	10	11	21, 22 - Certificated Staff Development
14	15	16	17	18	21, 22 - Paraeeducator Staff Development
21	22	23	24	25	22 - Other 10-month Classified Staff Return
28	29	30	31		23 - Students Return

FEBRUARY					
16					
			1	2	
5	6	7	8	9	
12	13	14	15	16	19-23 - President's Break
19	20	21	22	23	19 - Holiday-President's L
26	27	28	29		20 - Holiday-Lincoln's Da

SEPTEMBER					
20					
				1	
4	5	6	7	8	4 - Holiday-Labor Day
11	12	13	14	15	13 - Board Meeting
18	19	20	21	22	
25	26	27	28	29	

MARCH					
19					
				1	
4	5	6	7	8	
11	12	13	14	15	22 - Staff Development
18	19	20	21	22	29 - Good Friday, DO Clos
25	26	27	28	29	29 - Storm Day

OCTOBER					
22					
2	3	4	5	6	
9	10	11	12	13	11 - Board Meeting
16	17	18	19	20	

APRIL					
17					
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	15-19 Spring Break

23	24	25	26	27
30	31			

22	23	24	25	26
29	30			

NOVEMBER 15

	1	2	3	1 - Certificated Staff Development	
6	7	8	9	10 - Holiday-Veteran's Day	
13	14	15	16	17	15 - Board Meeting
20	21	22	23	24	20-24 - Thanksgiving Break
27	28	29	30		23-24-Holiday-Thanksgiving & Admissions Da

MAY 21

		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	24 - Storm Day
27	28	29	30	31	27 - Holiday-Memorial D:

DECEMBER 16

				1	13 - Board Meeting
4	5	6	7	8	22 - Minimum Day
11	12	13	14	15	
18	19	20	21	22	12/25-1/5 - Winter Break
25	26	27	28	29	25 - Holiday-Christmas

JUNE 10

3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	14 - Last Day of School-M
24	25	26	27	28	19 - Juneteenth Holiday

WORK AND/OR PAID DAYS

Total Work Days	10 Mo. Paraeducators	182
Total Work Days	10 Mo. Other Classified	181
Total Work Days	11 Mo. Certificated	184
Total Work Days	12 Mo. Classified	260

HOLIDAYS

10 Mo.	10
12 Mo.	12
D.O.	13

Storm Days: If school is cancelled due to hazardous conditions, 3/29 & will be used as a make-up day.
If no school days are cancelled, 3/29 will be non-school days.

PAHS / AUES (6-8) QUARTER ENDS

First	42	October 20
Second	38	Dec. 22
Third	48	March 22
Fourth	52	June 14
	180	

AUES (K-5) TRIMESTER ENDS

First	60	Nov. 17
Second	68	March 22
Third	52	June 14
	180	

TOTAL STUDENT DAYS 180

	Holiday
	Staff Development
	First Day of
	Minimum D:
	No Students,
	Storm Day if
	Board Meeting
	calendar yr. s

Students

Campus Student Disturbances

~~The Governing Board recognizes that all school staff must be prepared to cope with campus disturbances and to minimize the risks they entail. Staff should be especially sensitive to conditions that foster racial conflict student protests, or gang intimidation and confrontation.~~

The Governing Board desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the Superintendent or designee may request law enforcement assistance.

~~The Superintendent / Principal or designee shall establish at each school a school disturbance response plan that is intended to for curbing disruptions which create disorder and may lead to riots, violence, or vandalism at school or at school-sponsored events. In developing each school's plan, the Superintendent / Principal or designee shall consult with local law enforcement authorities to plan for police support during school disruptions create guidelines for law enforcement support and intervention. Each school's disturbance response plan shall address the role of law enforcement. When a disturbance directly threatens students or staff, the Superintendent / Principal or designee has the authority to call in law enforcement personnel for assistance and may dismiss school.~~

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 5131.5 - Vandalism and Graffiti)

Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the principal and invoke the school disturbance response plan.

(cf. 4131 - Staff Development)

(cf. 5136 - Gangs)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 5145.9 - Hate-Motivated Behavior)

~~Students who participate in a campus disturbance may~~ shall be subject to disciplinary action in accordance with Board policy and administrative regulations.

(cf. 3515 - Campus Security)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Legal Reference:

EDUCATION CODE

32210 Willful disturbance of public school or meeting

32211 Threatened disruption or interference with classes

32280-32288 School safety plans

35160 Authority of governing boards

38000-38005 Security patrols

44810 Willful interference with classroom conduct

44811 Disruption of classwork or ~~school~~extracurricular activities

48900 Grounds for suspension or expulsion

48907 Student exercise of free expression

51512 Prohibited use of electronic listening or recording device

PENAL CODE

243.5 Assault or battery on school property

403-420 Crimes against the public peace, especially:

415 Fighting; noise; offensive words

415.5 Disturbance of peace of school

416 Assembly to disturb peace; refusal to disperse

626-626.10 Crimes on school grounds

627-627.7 Access to school premises

653b Loitering about schools or public places

Management Resources:

~~CDE Program Advisories~~

~~0316.89 Contingency Plan for School Campus Emergencies~~

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lss>

U.S. Department of Education, Emergency Planning:

<http://www.ed.gov/admins/lead/safety/emergencyplan>

(6/90) 7/06

Policy Adopted: 9/9/03

Policy Amended: 2/14/23

Students

Conduct

The Governing Board believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.1 - Bus Conduct)

(cf. 5137 - Positive School Climate)

(cf. 6145.2 - Athletic Competition)

The Superintendent/Principal or designee shall ensure that standards of conduct and discipline are developed consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5142 - Safety)

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Conduct that disrupts the orderly classroom or school environment

(cf. 5131.4 - Student Disturbances)

4. Willful defiance of staff's authority

5. Damage to or theft of property belonging to students, staff, or the district

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

6. Obscene acts or use of profane, vulgar, or abusive language

(cf. 5145.2 - Freedom of Speech/Expression)

- 7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)

Note: Penal Code 417.27 prohibits students from possessing laser pointers on school premises, unless the pointer is used for valid instructional or other school-related purpose, as provided in item #8 below. Penal Code 417.25 states that aiming or pointing a laser scope (i.e., a portable device capable of projecting a laser light on objects at a distance) at another person in a threatening manner, whether or not the laser scope is attached to a firearm, may be a misdemeanor if intended to cause a person fear of bodily harm.

- 8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)

Note: Pursuant to Education Code 48901.5, the district may regulate the use of electronic signaling devices that operate through the transmission or receipt of radio waves. However, student use of such devices may not be prohibited if essential for a student's health.

Note: Additionally, Education Code 48901.7, as added by AB 272 (Ch. 42, Statutes of 2019), authorizes the Governing Board to limit or prohibit student use of smartphones while at school or while under the supervision and control of an employee of the district, except under specified circumstances. See BP 5131.8 - Mobile Communication Devices.

- 9. Use of a cell phone, smart watch, pager, or other mobile communication device during instructional time or in an unauthorized manner in violation of district policy

(cf. 5131.8 - Mobile Communication Devices)
(cf. 6163.4 - Student Use of Technology)

- 10. Plagiarism or dishonesty on school work or tests

(cf. 5131.9 - Academic Honesty)
(cf. 6162.54 - Test Integrity/Test Preparation)
(cf. 6162.6 - Use of Copyrighted Materials)

- 11. Wearing of any attire that violates district or school dress codes, including gang-related apparel

(cf. 5132 - Dress and Grooming)
(cf. 5136 - Gangs)

- 12. Tardiness or unexcused absence from school

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5113.11 - Attendance Supervision)
(cf. 5113.12 - District School Attendance Review Board)

- 13. Failure to remain on school premises in accordance with school rules

(cf. 5112.5 - Open/Closed Campus)

Employees are expected to enforce standards of conduct and, when they observe or receive a report of a violation of these standards, to appropriately intervene or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

~~***Note: When school officials want to search a student or a student's belongings (e.g., backpack, purse, cell phone or other mobile communication device, or computer) as part of an investigation of suspected student misconduct, the legality of the search will depend on whether the search is "reasonable" (New Jersey v. T.L.O.); see BP/AR 5145.12 - Search and Seizure. The "reasonableness" of a search depends on (1) whether there is individualized suspicion that the search will turn up evidence of a student's violation of the law or school rules and (2) whether the search is reasonably related to the objectives of the search and not excessively intrusive in light of the student's age, gender, and/or the nature of the infraction. It is recommended that the district consult with legal counsel as appropriate.***~~

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

(cf. 5145.12 - Search and Seizure)

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the Superintendent/Principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent/Principal or designee shall notify local law enforcement as appropriate.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6020 - Parent Involvement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32280-32289 Comprehensive safety plan

35181 Governing board authority to set policy on responsibilities of students
35291-35291.5 Rules
44807 Duty concerning conduct of students
48900-48925 Suspension and expulsion
51512 Prohibition against electronic listening or recording device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

288.2 Harmful matter with intent to seduce
313 Harmful matter
417.25-417.27 Laser scope or laser pointer
647 Use of camera or other instrument to invade person's privacy; misdemeanor
653.2 Electronic communication devices, threats to safety

VEHICLE CODE

23123-23124 Prohibitions against use of electronic devices while driving

CODE OF REGULATIONS, TITLE 5

300-307 Duties of students

UNITED STATES CODE, TITLE 42

20 USC 1681-1688 Title IX, 1972 Education Act Amendments

COURT DECISIONS

J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094
LaVine v. Blaine School District (2001, 9th Cir.) 257 F.3d 981
Emmett v. Kent School District No. 415 (2000) 92 F.Supp. 1088
Bethel School District No. 403 v. Fraser (1986) 478 U.S. 675
New Jersey v. T.L.O. (1985) 469 U.S. 325
Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>
Center for Safe and Responsible Internet Use: <http://www.ewa.org/organization/center-safe-and-responsible-internet-use>
National School Safety Center: <http://www.schoolsafety.us>
U.S. Department of Education: <http://www.ed.gov>

(3/10 3/12) 10/19

Policy Adopted: 2/14/23

Policy Amended:

Students

Child Abuse Reporting Procedures Prevention and Reporting

The Governing Board recognizes that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and neglect. is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent/Principal or designee shall establish regulations for use by district employees in identifying and reporting such incidents develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent/Principal or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5141.41 - Child Abuse Prevention)

(cf. 5142 - Safety)

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

Child Abuse Prevention

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent/Principal or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent/Principal or designee shall establish regulations for use by district employees in identifying and reporting such incidents. procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 5145.7 - Sexual Harassment)

Manchester Union Elementary School District

BP 5141.4 (b)

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

District employees, who are mandated reporters as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect in accordance with law, Board Policy and administrative regulation. Employees shall not investigate any suspected incidents but rather shall fully cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect.

~~Parents/guardians may file a complaint against a district employee or other person whom they suspect has engaged in abuse of a child at a school site. The Superintendent/Principal or designee shall provide parents/guardians information about reporting procedures in accordance with law.~~

The Superintendent/Principal or designee shall provide training regarding the reporting duties of district employees ~~mandated by law to report suspected child abuse and neglect~~ mandated reporters.

(cf. 4131- Staff Development)

(cf. 4231 – Staff Development)

(cf. 4331 – Staff Development)

In the event that training is not provided to employees mandated to report child abuse and neglect, the Superintendent/Principal or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Legal Reference:

EDUCATION CODE

32280-32288 Comprehensive school safety plans

33195 Heritage schools, mandated reporters

33308.1 Guidelines on procedure for filing child abuse complaints

44252 Teacher credentialing

44691 Staff development in the detection of child abuse and neglect

44807 Duty concerning conduct of students

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents

49001 Prohibition of corporal punishment

51220.5 Parenting skills education

51900.6 Sexual abuse and sexual assault awareness and prevention

PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act

273a Willful cruelty or unjustifiable punishment of child; endangering life or health

288 Definition of lewd or lascivious act requiring reporting

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

UNITED STATES CODE, TITLE 42

11434a McKinney-Vento Homeless Assistance Act; definitions

COURT DECISIONS

Camreta v. Greene (2011) 131 S.Ct. 2020

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve

Health Framework for California Public Schools, Kindergarten Through Grade Twelve

CDE LEGAL ADVICORIES

~~0514.93 Guidelines for parents to report suspected child abuse by school district employees or other persons against a pupil at school site~~

WEB SITES

California Attorney General's Office, Suspected Child Abuse Report Form:

http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss/ap>

California Department of Social Services, Children and Family Services Division:

<http://www.childsworld.ca.gov>

~~School/Law Enforcement Partnership: <http://www.cde.ca.gov/spbranch/safetyt/partnership.html>~~

~~Governor's Office of Criminal Justice Planning: <http://www.ocjp.ca.gov>~~

U.S. Department of Health and Human Services, Child Welfare Information Gateway:

<https://www.childwelfare.gov/can>

(3/88 6/93 3/01 7/02 11/04) 12/14

Policy Adopted: 2/10/04

Policy Amended: 2/14/23

Students

Child Abuse Reporting Procedures-Prevention and Reporting

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful cruelty or unjustifiable punishment harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4
6. Abuse or neglect of a child in out-of-home care, including at school, as defined in Penal Code 111.65.5

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 5145.7 - Sexual Harassment)

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An amount injury caused by a school employee's use of force that is reasonable and necessary for a school employee to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144 - Discipline)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145.2 - Athletic Competition)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

(cf. 5141.41 Child Abuse Prevention)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

Note: Penal Code 11166 specifies that a mandated reporter has a duty to report when acting in his/her professional capacity or within the scope of employment. When a mandated reporter is acting in a private capacity, like other private citizens, he/she has the discretion whether or not to make a report.

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. Reporting the information to an employer, supervisor or the Superintendent/Principal or designee, school counsellor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

(cf. 1240 - Volunteer Assistance)

Reporting Procedures

1. Initial Telephone Report

~~Whenever any mandated reporter, in his/her professional capacity or within the scope of his/her employment, has knowledge of or observes a child whom the mandated reporter knows nor reasonably suspects has been a victim of child abuse or neglect, that mandated reporter shall report to any police department, sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department. Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)~~

(Name of appropriate agency)

(Address)

(Phone number)

~~The mandated reporter shall make this report by telephone immediately or as soon as practicably possible. (Penal Code 11166)~~

Manchester Union Elementary School District

AR 5141.4 (d)

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of ~~receiving~~ knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report ~~that,~~ which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

~~Mandated reporters may obtain copies of the above form from wither the district or the appropriate agency.~~

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

~~Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)~~

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, or the Superintendent/Principal or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the Superintendent/Principal or designee as soon as possible after the initial telephone report to the appropriate agency. When so notified, the designee shall inform the Superintendent/Principal.

The Superintendent/Principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Superintendent/Principal or designee may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of any of the following offenses where the victim is a child under age 14: (Penal Code 152.3, 288)

- Murder
- Rape
- Lewd or lascivious act by force, violence, duress, or fear of immediate and unlawful bodily injury

Training

~~Training of mandated reporters shall include child abuse identification and reporting. All employees receiving such training shall receive written notice of state reporting requirements and employees confidentiality rights. (Penal Code 11165.7)~~

Within the first six weeks of each school year, the Superintendent/Principal or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be interpreted as child abuse.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5144 - Discipline)

(cf. 5145.7 – Sexual Harassment)

The Superintendent/Principal or designee shall use the online training module provided by the California Department of Social Services (Education Code 44691) or the Keenan online training modules. If the Keenan training modules are used the Superintendent/Principal or designee must report this to the CDE.

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent/Principal or designee shall obtain and retain proof of each mandated reporter's completion of the training: use of a sign-in sheet in the case of a group training or, submission of a certificate of completion in the case of individual online training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Note: Penal Code 11174.3 authorizes a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect to interview a student during school hours, on school grounds, concerning a report of child abuse or neglect that occurred at home or in an out-of-home care facility. However, there is no clear guidance regarding the procedures to be followed if a social worker is accompanied by law enforcement. In *Greene v. Camreta*, the 9th Circuit Court of Appeals had ruled that, absent exigent circumstances, a social worker and sheriff could not question a student in school without obtaining a warrant, court order, or parent/guardian consent. Subsequently, that ruling was vacated by the U.S. Supreme Court on appeal (*Camreta v. Greene*) since the case was then moot. Districts should proceed with caution and consult with legal counsel as necessary.

~~Upon request, a representative of an agency investigating suspected child abuse or neglect may interview a suspected victim during school hours, on school premises, concerning a report of~~ Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. ~~The Child shall be given the~~ The Superintendent/Principal or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the Superintendent/Principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

Manchester Union Elementary School District

AR 5141.4 (g)

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent/Principal or designee shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

~~Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.~~

~~(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)~~

Parent/Guardian Complaints

~~***Note: Education Code 48987 requires the district to disseminate guidelines, upon request, advising parents/guardians of procedures for filing child abuse complaints. As required by Education Code 33308.1, the CDE has prepared sample guidelines for this purpose, which were updated in March 2014 and are available on the CDE's web site.***~~

~~Upon request, the Superintendent/Principal or designee shall provide parents/guardians with procedures whereby they can report for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in the their primary language of the parent/guardian and, when communicating orally regarding those procedures, an interpreter shall be provided for parents/guardians whose primary language is other than English. (Education Code 48987)~~

~~To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other district employee, that the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.~~

~~(cf. 1312.1 - Complaints Concerning District Employees)~~

~~In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.~~

~~(cf. 1312.3 - Uniform Complaint Procedures)~~

Notifications

~~The Superintendent/Principal or designee shall give persons hired by the district a statement informing them that they are mandated by law to report suspected child abuse and neglect, inform them of their reporting obligations under Penal Code 11166, and provide a copy of Penal Code 11165.7 and 11165.~~

Manchester Union Elementary School District

AR 5141.4 (h)

Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with these provisions. The signed statements shall be retained by the Superintendent/Principal or designee. (Penal Code 11166.5)

The Superintendent/Principal or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent/Principal or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she is may be guilty of a ~~misdemeanor~~ crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

(3/88 6/93 3/01 11/10 12/14) 5/16

Policy Adopted: 2/10/04

Policy Amended: 2/14/23

Students

Suspension And Expulsion/Due Process

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-8" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

Manchester Union Elementary School District

BP 5144.1 (b)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-8 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent/Principal or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent/Principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent /Principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board

Manchester Union Elementary School District

BP 5144.1 (c)

shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent/Principal or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent /Principal or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent/Principal or designee shall disaggregate data on suspensions and expulsions by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment
233 Hate violence
1981-1981.5 Enrollment of students in community school
8239.1 Prohibition against expulsion of preschool student
17292.5 Program for expelled students
32261 Interagency School Safety Demonstration Act of 1985
35145 Open board meetings
35146 Closed sessions (regarding suspensions)
35291 Rules (for government and discipline of schools)
35291.5 Rules and procedures on school discipline
48645.5 Readmission; contact with juvenile justice system
48660-48666 Community day schools
48853.5 Foster youth
48900-48927 Suspension and expulsion
48950 Speech and other communication
48980 Parental notifications
49073-49079 Privacy of student records
52052 Numerically significant student subgroups
52060-52077 Local control and accountability plan
64000-64001 Consolidated application

CIVIL CODE

47 Privileged communication
48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt
54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia
11053-11058 Standards and schedules

LABOR CODE

230.7 Employee time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined
240 Assault defined
241.2 Assault fines
242 Battery defined
243.2 Battery on school property
243.4 Sexual battery
245 Assault with deadly weapon
245.6 Hazing
261 Rape defined
266c Unlawful sexual intercourse
286 Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation

289 Penetration of genital or anal openings
417.27 Laser pointers
422.55 Hate crime defined
422.6 Interference with exercise of civil rights
422.7 Aggravating factors for punishment
422.75 Enhanced penalties for hate crimes
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors, or stun guns
868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7961 Gun-free schools

UNITED STATES CODE, TITLE 42

11432-11435 Education of homeless children and youths

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 348 (1997)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Healthy Students:
<http://www2.ed.gov/about/offices/list/oese/oshs>

(12/17 10/18) 3/20

Policy Adopted: Date unknown

Policy Amended: 2/14/23

Students

Suspension And Expulsion/Due Process

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the Superintendent/Principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the Superintendent/Principal shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-8

***Note: The acts for which students may be suspended or expelled are specified in law, the following section, and the sections below titled "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12." The Board does not have authority to add to those enumerated acts. However, the Board has authority to prohibit suspension or expulsion for certain acts for which suspension or expulsion is permissible rather than mandatory. The Board may consider limiting the use of suspension and expulsion for such offenses as part of the district plan to address school climate within the local control and accountability plan required pursuant to Education Code 52060. In addition, pursuant to Education Code 48900.5, a district is not authorized to suspend a student for certain specified violations unless other means of correction have failed to bring about proper conduct. ***

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in the sections "Additional Grounds for Suspension and Expulsion: Grades 4-12" below:

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

(cf. 3513.4 - Drug and Alcohol Free Schools)

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))

12. Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

-
16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in the section "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

- a. A message, text, sound, video, or image
- b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-8

A student in grades 4-8 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

***Note: The following section is optional and may be revised to reflect district practice. While Education Code 48900(k) prohibits a district from suspending students in grades K-8 for disruption or willful defiance, it still allows for a teacher to suspend a K-8 student on these grounds. ***

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-8" above or for disruption or willful defiance at any grade level. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the Superintendent/Principal or designee and send the student to the Superintendent/Principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and the Superintendent/Principal shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the Superintendent/Principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent/Principal or their Designee

To implement disciplinary procedures, the Superintendent/Principal may, in writing, designate a certificated employee to assist with disciplinary procedures when the Superintendent/Principal is absent from the school site.

The Superintendent/Principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent/Principal or designee may impose a suspension for a first offense if it is determined that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-8" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent/Principal or designee has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent/Principal or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

(cf. 5125 - Student Records)

Length of Suspension

The Superintendent/Principal or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent/Principal or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the

student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence. (Education Code 48911)

This conference may be omitted if the Superintendent/Principal or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the Superintendent/Principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent/Principal or designee. (Education Code 48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student, the Superintendent/Principal or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

b. The Superintendent/Principal or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's

presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

d. If the student involved is a homeless child or youth, the Superintendent/Principal or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent/Principal or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-8," and "Additional Grounds for Suspension and Expulsion: Grades 4-8," above and within the limits specified under "Suspension by Superintendent/Principal or Designee" above. (Education Code 48912)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.

3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the Superintendent/Principal or designee shall notify the student's parent/guardian in person or by telephone. (Education Code 48911.1)

Superintendent/Principal's Authority to Recommend Expulsion

Unless the Superintendent/Principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent/Principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication or other medication prescribed by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent/Principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent/Principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent/Principal or designee may, for good cause, extend the

time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent/Principal or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent/Principal or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)

1. Receive five days' notice of the scheduled testimony at the hearing
2. Have up to two adult support persons present at the hearing at the time the witness testifies
3. Have a closed hearing during the time the witness testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent/Principal or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation

4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent/Principal or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent/Principal or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent/Principal or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent/Principal or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-8," and "Additional Grounds for Suspension and Expulsion: Grades 4-8," above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- a. Any complaining witness shall be given five days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person who is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
 - (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
 - (3) The person conducting the hearing may:
 - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - (b) Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours
 - (c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

Written Notice to Expel

The Superintendent/Principal or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-8," or "Additional Grounds for Suspension and Expulsion: Grades 4-8" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-8," or "Additional Grounds for Suspension and Expulsion: Grades 4-8," above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in the district. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent/Principal or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the Superintendent/Principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The Superintendent/Principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the Superintendent/Principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-8" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-8" above

may be referred to a program of study that is provided at another elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-8. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent/Principal or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent/Principal or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent/Principal or designee shall transmit to the Board a recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent/Principal or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent/Principal or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

(12/17 10/18) 3/20

Policy Adopted: 4/8/97

Policy Amended: 2/1/23

**Manchester Union Elementary School District
Transportation Plan Addendum
2022-23**

Transportation Services:

1. Enter description of transportation services offered to pupils, and how it will prioritize planned transportation services for pupils in transitional kindergarten, kindergarten, and any of grades 1 - 6 inclusive and pupils who are low income. Plan may provide for the LEA to partner with municipally owned transit system to provide services to middle and high school students. An LEA may provide no-cost transit passes to students. Manchester Union Elementary School District is a small, remote, rural district. Students TK-8 are transported to and from school on the bus runs. TK and K students are given preferential seating, closer to the driver to ensure help is available. The bus driver communicates closely with parents regarding adjustments to the bus schedule, to minimize students' waiting for the bus. There is no charge for the bus. The District also has a van available.

2. Enter description of LEA's transportation services that would be accessible to pupils with disabilities, and homeless children and youth. There is no cost for transportation. In addition, parents of students can call the office or the bus driver, when needed, for specialized drop-off or pick-up requests. Students' individual needs are considered and prioritized when planning our bus routes to ensure all students within our school boundary who need transportation are able to receive it, free of charge. At this time, there are no students requiring a lift van, but arrangements would be made for an accessible van, if it was required.

3. Enter description of how unduplicated pupils, would be able to access available home-to-school transportation at no-cost to the pupils. There is no cost for transportation. Parents are informed of the option of riding the bus at the start of the school year and list of regular bus riders is maintained; parents and bus driver/office communicate regularly regarding transportation needs. Any student who resides within the school boundaries or their parent can call the office or bus driver's cell phone for a ride to or from school.

Consultations:

Enter description of the required plan consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents, pupils and other stakeholders. Input will be received during staff meetings, community partners meetings, Site Council Meetings, and student/parent surveys.

Revenue Calculation

Total 2021-22 Transportation Expenses (Function 3600)	-
Less Capital Outlay (object 6XXX, Function 3600)	-
Less Nonagency Expenditures (Goal 7110,7150, Function 3600)	-
Estimated 60% Reimbursement	-
Less 2021-22 Transportation add-on (from LCFF Calculator)	-

Total Revenue (Object 8590, Resource 0000)

-

Expenditures and Other Financing Uses

2000-2999 - Classified Salaries	-
3000-3999 - Employee Benefits	-
4000-4999 - Books and Supplies	-
5000-5999 - Services and other Operating Expenditures	-
6000-6999 - Capital Outlay	-
7000-7999 - Other Outgo	-

Total Expenditures

-

Board Approval Date: (must be on or before April 1, 2023)

The Transportation plan and revenue calculations were developed in accordance with Education Code Sections 39800.1 and 41850.1.

Manchester Union Elementary School District

Transportation Services Safety Plan

Transportation Safety Plan Requirements

The Superintendent or designee shall develop a transportation safety plan to address student safety that includes all of the following: (Education Code 39831.3)

1. Procedures for students to board and exit the school bus safely pursuant to Vehicle Code 22112 (cf. 3542– School Bus Drivers)
2. Procedures for all students in grades Kindergarten through 8 to follow as they board, ride and exit the bus at their bus stops.
3. Procedures for boarding and exiting a school bus at a school or other trip destination.
4. Authorizes a school bus driver to stop the bus to load or unload pupils without activating the flashing red signal lights and stop signal arm under specified conditions and after consultation with CHP.

A copy of the plan shall be kept at the school site and made available upon request to the California Highway Patrol. (Education Code 39831.3)

Transportation Safety Plan

- Only authorized bus riders are permitted to ride the bus,
- The bus driver is required by law to load and discharge passengers only at authorized stops as listed on the bus schedule.
- Parents are required to send a note whenever there is a change in their child's "going-home procedures". (Students are required to get on and off at their designated stop or other trip designation unless they have written parental permission to do otherwise.)
- Bus riders need to be at their bus stops 10 minutes before their scheduled time of pick-up. Horse-play is not permitted at the bus stop.
- Students are to wait completely off the road for the bus, standing ten (10) feet from the bus.
- The bus driver will not depart pick up stops before the scheduled time. Parents can set their clocks using the telephone by dialing 767-1111.

- The bus driver will make every effort to arrive at the bus stop at the schedule time for pick up. If the bus arrives early, the driver cannot wait at any stop beyond the scheduled pick up time. Take home times are considered more flexible than pick up times, and it is possible that some children will be delivered to their stop earlier than scheduled. This could occur when a driver by-passes bus stops of absent children.
- The bus driver has the authority to separate students and to assign students to specific seats as deemed necessary.
- Kindergarten students must be met at their stop by an adult. If no one meets the student, the bus driver will complete the route and bring the student back to the school.
- In order to ensure the continued high level of safety provided to our students and expected by the public, transportation will continue to educate school bus drivers, students and the public about the laws and dangers associated with loading and unloading of students.

Student Expectations

The safety of all students is of primary importance: a student who behaves in an unsatisfactory manner may be denied transportation. Student conduct at the school bus loading zone and school bus stops must be satisfactory to allow for the safe loading and unloading at these locations.

Parent reinforcement of these regulations will help considerably in maintaining a high level of safety and a low level of disciplinary problems. Parents\guardians may be responsible for any damage to vehicles caused directly by their child.

Goal: Students will demonstrate understanding that transportation is a privilege by exhibiting appropriate behavior while entering, riding and exiting the School Bus or Van.

1. Students will obey the driver at all times.
2. Students will board and depart the bus/van in a safe and orderly manner.
3. Students will be courteous to the other students and driver at all times. (No swearing, teasing or calling names.)
4. Students will remain seated while the bus/van is in motion.
5. Students will wear seat belts in the van.
6. Students will keep their hands, feet and objects to themselves. (No fighting, pushing, tripping or throwing objects in or out of bus.)
7. Students will keep all parts of their body inside the bus/van and not block the bus aisle.
8. Students will help keep the vehicle clean by putting all debris in the garbage can. (No eating, drinking, chewing gum or spitting.)
9. Students will not distract the driver, or in any other way endanger themselves, the other passengers or the driver.
10. Students will not tamper with or damage the bus/van or equipment.
11. No animals will be transported on the school bus.

Student Instruction

All students who are transported in the school bus shall receive instruction in school bus emergency procedures and passenger safety. (Education Code 38048)

1. Each school year, the Superintendent or designee shall provide appropriate instruction in safe riding practices and emergency evacuation drills. Each student who receives home-to-school transportation in a school bus shall be required to receive this instruction. (5 CCR 14102)
2. At least once each school year, all students in grades Kindergarten through 8 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to: (Education Code 38048)
 - a. Proper loading and unloading procedures, including escorting by the driver
 - b. Proper passenger conduct (cf. 513.11 – Bus Conduct)
 - c. Bus evacuation
 - d. Location of emergency equipment

As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit. Each time the above instruction is given, the following information shall be documented:

- a. District name
- b. School name and location
- c. Date of instruction
- d. Names of supervising adults
- e. Number of students participating
- f. Grade levels of students
- g. Subjects covered in instruction
- h. Amount of time taken for instruction
- i. Bus driver's name and bus number
- j. Additional remarks

This documentation shall be kept on file for one year and shall be available for inspection by the California Highway Patrol.

3. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to: (Education Code 38)
 - a. Location of emergency exits
 - b. Location and use of emergency equipment

This instruction also may include responsibilities of passengers seated next to an emergency exit.

Notifications

The Superintendent or designee shall provide written safety information to the parents/guardians of all students in grades Kindergarten through 8 who have not previously been transported in a school bus. This information shall be provided upon registration and shall include: (Education Code 38048)

1. A list of school bus stops near each student's home
 2. General rules of conduct
 3. Red light crossing instructions
 4. School bus danger zones
 5. Safety while walking to and from school bus stops
- (cf. 5145.6 – Parental Notifications)

Safe Bus Operations

School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips shall have the authority to discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility. (Vehicle Code 34501.6)

(cf. 3540 – Transportation)
(cf. 3541.1 – Transportation for School Related Trips)
(cf. 6118 – Weather Related Schedules)

The school bus shall not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that students be moved immediately to ensure their safety.
(cf. 3516 – Emergencies and Disaster Preparedness Plan)

The driver or another school official may order any person to disembark if that person enters a bus without prior authorization and has intent to commit a crime (13 CCR1256.5)

Each school bus shall be equipped with at least one fire extinguisher located in the driver's compartment that meets the standards specified in law. (Education Code 38056)

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

All school bus drivers must be properly licensed and participate in the district's DMV Pull Notice program.

The Transportation Safety Plan will be made readily available to all school district personnel.

Legal Reference:

EDUCATION CODE

38045-38059 Transportation, school buses, especially:

38048 Student instruction in bus safety; notifications

38051 Excess of seating capacity

38056 Fire extinguisher on school buses

39831.3 Transportation safety plan

51202 Instruction in personal and public health and safety

VEHICLE CODE

34500 California Highway Patrol responsibility to regulate safe operation of school buses

34501.6 School buses; reduced visibility

34508.5 Investigation of accidents

CODE OF REGULATIONS, TITLE 5

14102 Instruction in bus safety and evacuation 14103 Authority of the driver

CODE OF REGULATIONS, TITLE 13

1256.5 Notice of warning against unauthorized entry on school buses

MANCHESTER UNION ELEMENTARY SCHOOL DISTRICT
Transportation Department
EVACUATION DRILL

Driver _____ Date _____ Bus # _____

LOCATION OF EMERGENCY EXITS

LOCATION AND USE OF

First Aid Kit
 Fire Extinguisher
 Reflectors

GRADE LEVEL OF STUDENTS

<input type="checkbox"/> Kindergarten	<input type="checkbox"/> First	<input type="checkbox"/> Second
<input type="checkbox"/> Third	<input type="checkbox"/> Fourth	<input type="checkbox"/> Fifth
<input type="checkbox"/> Sixth	<input type="checkbox"/> Seventh	<input type="checkbox"/> Eighth
<input type="checkbox"/> Ninth	<input type="checkbox"/> Tenth	<input type="checkbox"/> Eleventh
<input type="checkbox"/> Twelfth		

NUMBER OF STUDENTS _____

NAME OF ADULTS PRESENT

TIME SPENT _____

REMARKS _____

2022-23 Budget: Revenues and Beginning Balance - 2nd Interim

BEGINNING BALANCE

1	Unrestricted	\$386,460.93	
2	Restricted**	\$85,140.33	
a.	ELOP (Expanded Learning Opportunities Program)	\$50,000.00	
b.	Educator Effectiveness	\$17,026.00	
c.	Sp.Ed. Early Intervention Preschool Grant	\$6,871.00	
d.	Medi-Cal billing	\$11,243.33	
			\$471,601.26

REVENUES

3 LCFF (Local Control Funding Formula) Sources \$738,867.00

a.	Revenue Limit / State Aid	\$72,102.00	
b.	EPA (Education Protection Account) - Prop 30	\$7,430.00	\$12.00
c.	TAXES - Mendocino County	\$319,912.00	
d.	- Sonoma County	\$339,423.00	

4 Federal Revenue \$392,959.26

a.	Special Education**	\$10,786.00	\$2,983.00
b.	Title I	\$1,474.00	\$38.00
c.	REAP (Rural Education Achievement Program)**	\$8,295.00	<\$799.00>
d.	Title II	\$1,120.00	+\$2.00
e.	Title IV	\$10,000.00	
f.	Comprehensive Support & Improvement (CSI)	\$207,483.00	
g.	ESSER II (Elementary & Secondary School Emergency Relief)	\$26,468.10	+\$26,468.10
h.	ESSER III	\$108,428.52	+\$108,428.52
i.	ESSER III - LLM (Learning Loss Mitigation)	\$18,904.64	+\$18,904.64

5 State Revenue \$165,799.71

a.	Lottery (part**)	\$7,821.00	
b.	ELOP (Expanded Learning Opportunities Program)	\$33,000.00	+\$3,000.00
c.	STRS On-Behalf Pension Contribution**	\$35,839.00	
d.	Educator Effectiveness	\$4,257.00	
e.	SpEd Early Intervention Preschool Grant	\$4,536.00	+\$412.00
f.	Arts, Music & Inst.Matls.Discretionary Block Grant	\$12,117.71	+\$12,117.71
g.	Learning Recovery Emerg. Block Grant	\$42,171.00	
h.	Universal Prekindergarten Implementation Gran	\$26,058.00	

6 Local Revenue \$86,546.89

a.	Interest	\$3,616.63	
b.	Direct Service - MCOE	\$1,118.58	
c.	MAA (Medi-Cal Administrative Activities)	\$3,031.42	+\$1,539.60
d.	Other: Donations/ E scrip etc.	\$9,533.39	\$7,332.39
d.	LEA Medi-Cal	\$118.40	\$118.40
e.	MCOE Special Educ. Apportionment	\$69,128.47	\$11,222.58

7 TOTAL REVENUES \$1,384,172.86 \$1,384,172.86

8 TOTAL REVENUES & BEGINNING BALANCE \$1,855,774.12

2022-23 Budget: Expenditures - 2nd Interim

EXPENDITURES

1 Certificated	\$383,525.59	\$280.48
2 Classified	\$210,594.82	\$3,483.05
3 Employee Benefits	\$332,012.80	<\$1,329.74>
4 Books and Supplies	\$209,162.40	+\$8366.92
5 Services and Other Operating Expenses	\$329,066.88	+\$13,449.38
6 DEBT SERVICE-INTEREST (Roof)	\$328.87	
7 DEBT SERVICE- PRINCIPAL (Roof)	\$7,721.52	
8 TOTAL EXPENDITURES		\$1,472,412.88

OTHER FINANCING SOURCE/USES

10 Transfer to Cafeteria Fund	\$13,706.80	\$1,960.65
11 TOTAL OTHER FINANCING SOURCE/USES		\$13,706.80

FUND BALANCES, RESERVES

12 Reserve - Revolving Cash	\$500.00	
13 Reserve - Economic Uncertainty	\$75,000.00	
14 Unassigned	\$294,154.44	\$12,566.94
15 TOTAL FUND BALANCES, RESERVES		\$369,654.44

TOTAL EXPENDITURES, OTHER FINANCING SOURCE/USES & FUND BALANCES,

16 RESERVES		\$1,855,774.12
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RECAP		
Beginning Balance	\$471,601.26	
Revenues	\$1,384,172.86	
Total Revenues & Beginning Balance		\$1,855,774.12
Expenditures	\$1,472,412.88	
Other Financing Source/Uses	\$13,706.80	
Fund Balances, Reserves	\$369,654.44	
Total Expenditures, Other Financing Source/Uses & Fund Balances, Reserves		\$1,855,774.12

2022-23 Budget Attachment 2nd Interim Report

District: Manchester Union Elementary
CDS#: 23-65573

Substantiation of Need for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiate the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties.

Combined and Unassigned/Unappropriated Fund Balances (Resources 0000-1999, objects 9789 and 9790)		
Form	Fund	2022-23 Budget
01	General Fund/County School Service Fund	\$369,654.44
17	Special Reserve Fund for Other than Capital Outlay Projects	\$0.00
Total Assigned and Unassigned Ending Fund Balances		\$369,654.44
District Standard Reserve Level		5%
Less District Minimum Recommended Reserve for Economic Uncertainties		\$75,000.00
Remaining Balance to Substantiate Need		\$294,154.44

Statement of Reasons

The District's Fund Balance includes unassigned and unappropriated components that, in total, are greater than the Minimum Recommended Reserve for Economic Uncertainties because:

In maintaining such a fund balance, the District is able to continue to operate and support a quality educational program for the students of the District while sustaining increasing operating costs, decreasing State funding and the uncertainties and costs of the COVID-19 emergency.

2022-23 2nd Interim Reserves

Substantiation of need for reserves greater than the state required minimum reserve for economic uncertainty

District: Manchester Union Elementary School District

CDS #: 23-65573

The governing board of a school district that proposes to adopt a budget that includes a combined assigned and unassigned ending fund balance in excess of the minimum recommended reserve for economic uncertainties, shall, at the Budget Adoption public hearing, provide:

The minimum recommended reserve for economic uncertainties;

The combined assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve for economic uncertainties for each fiscal year identified in the budget; and

A statement of reasons to substantiate the need for reserves that are higher than the minimum recommended reserve.

	2022-23	2023-24	2024-25
Total General Fund Expenditures & Other Uses	\$ 1,486,120	\$ 969,659	\$ 982,043
Minimum Reserve requirement - \$71,000 or 5%	\$ 75,000	\$ 75,000	\$ 75,000
General Fund Combined Ending Fund Balance	\$ 369,654	\$ 299,545	\$ 236,521
Special Reserve Fund Ending Fund Balance	\$ -	\$ -	\$ -
Components of ending balance:			
Nonspendable (revolving, prepaid, etc.)	\$ 500	\$ 500	\$ 500
Restricted	\$ -	\$ -	\$ -
Committed	\$ -	\$ -	\$ -
Assigned	\$ -	\$ -	\$ -
Reserve for economic uncertainties	\$ 75,000	\$ 75,000	\$ 75,000
Unassigned and Unappropriated	\$ 294,154	\$ 224,045	\$ 161,021
Subtotal Assigned, Unassigned & Unappropriated	\$ 369,154	\$ 299,045	\$ 236,021
Total Components of ending balance	\$ 369,654	\$ 299,545	\$ 236,521
	TRUE	TRUE	TRUE
Assigned & Unassigned balances above the minimum reserve requirement	\$ 294,154	\$ 224,045	\$ 161,021

Statement of Reasons	
The District's Fund Balance includes assigned, unassigned and unappropriated components, that in total are greater than the Minimum Recommended Reserve for Economic Uncertainties because:	
<i>In maintaining such a fund balance, the District is able to continue to operate and support a quality educational program for the students of the District while sustaining increasing operating costs, decreasing State funding and the uncertainties and costs of the COVID-19 emergency.</i>	
Total of Substantiated Needs	
\$75,500.00	
Remaining Unsubstantiated Balance	
\$294,154.44	

2022 - 2023 Budget Assumptions

Second Interim Report

Districts have developed a (Local Control Accountability Plan) LCAP reflecting (Local Control Funding Formula) LCFF funding and structure.

The regulations for the LCAP and LCFF are intended to guide expenditure plans according to locally defined goals and actions for all students, with particular emphasis on English learner, low income and foster youth pupils. Under the LCFF, the Manchester Union Elementary School District is determined to be a basic aid district. A basic aid district is defined as a district that does not receive state aid to fund any portion of the LCFF. Basic aid districts are subject to the LCAP and the spending regulations under LCFF.

General Fund Revenues and Expenditures

➤ Revenue Limit:

- Minimum State Aid (Hold Harmless): Per the LCFF (Local Control Funding Formula), local education agencies are to receive minimum state funding of no less than the total received in the 2012-13 fiscal year, as adjusted for changes in ADA (Average Daily Attendance) and property taxes. As part of the enacted 2015-2016 state budget, Education Code 42238.03(e) was amended to clarify that the minimum state aid (MSA) guarantee is intended to remain in effect indefinitely. The calculation of the “hold harmless” minimum state aid funding is made on a per-ADA basis and is a combination of the following funding sources: All revenue limits received in 2012-13 adjusted for ADA and current year property taxes and all 2012-13 state categorical funding. For basic aid districts, categorical programs are subject to an 8.92% fair share reduction, calculated on the 2012-13 revenue limit entitlement. Manchester Union Elementary School District’s fair share reduction is \$31,980. The district’s hold harmless minimum state aid funding is \$72,102. The district’s property taxes are \$659,335 (the P-1 estimate for Mendocino County (December 2022) and the P-1 estimate for Sonoma County). Mendocino County taxes of \$319,912 and Sonoma County taxes of \$339,423. The property taxes and the hold harmless minimum state aid funding total \$731,437.
- Proposition 30, the Schools and Local Public Safety Protection Act of 2012 was approved in the November 2012 General Election. All districts are guaranteed a minimum of \$200 per ADA beginning in 2012-2013 and each year thereafter through 2018-2019. The EPA is governed by Section 36 of Article XIII of the California Constitution, which was amended by Proposition 55 in November 2016. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year. The 2022-2023 funded ADA projection is 37.15 ADA (3-year average) for a budgeted amount of \$7,430.00. Proposition 30 requires that funds generated be placed in the Education Protection Act (EPA) Account and has some restrictions on usage of funds. These funds are budgeted for certificated salaries.

- State and Federal Revenues and General Fund Expenditures
 - Included in expenditures are 3.00 FTE teachers, a .62 FTE Special Education Teacher, Title I/Support Teacher, a 1.0 Superintendent/Principal, a .41 FTE Instructional Assistant, two .49 FTE (3.92 hours) Instructional Assistants, a .75 FTE Instructional Assistant and Bus Driver, a .47 Custodian, a .625 FTE Computer Instructor/Coordinator, a 1.00 FTE Business Manager, 1 part-time Maintenance worker, 1 part-time Maintenance worker (water), 1 part-time groundskeeper, and 1 part-time translator. Three staff development days for certificated staff have also been included. Salary driven benefits based on STRS 19.10%, PERS 25.37%, OASDI 6.2%, Medicare 1.45%, Unemployment .5%, Workers Compensation 2.759%. The indirect cost rate for 2022-2023 is 6.84%. The cap on health, dental and vision benefits for certificated teachers is \$16,000.00. The total health, dental and vision costs for one employee with benefits is \$19,075.00 annually.
 - MAA (Medi-Cal Administrative Activities) revenues have increased by \$1,539.60 and are budgeted at \$3,031.42. These funds are budgeted as we receive the cash. These funds when received will be used to offset the services budget.
 - Lottery revenues are projected to be \$170.00 per ADA. The budget includes \$5,610.00 in unrestricted lottery revenues that support our instructional supply budget. The Proposition 20 Lottery funds are projected to be \$67.00 per ADA. The budget includes \$2,211.00 that support direct instruction materials.
 - ELOP – Expanded Learning Opportunities Program revenues have increased by \$3,000.00 and have been budgeted at a total of \$83,000.00 for contracted services.
 - Title I revenues have increased by \$38.00 and have been budgeted at a total of \$1,474.00. These funds are budgeted for certificated salaries.
 - ESSA Sec 1003 – Comprehensive Support and Improvement (CSI) revenues have been budgeted at a total of \$207,483.00. These funds will be used for capacity building, services and materials to reduce chronic absenteeism.
 - Elementary & Secondary School Emergency Relief (ESSER II) - \$26,468.10 budgeted for tech support, support teacher and custodial and school supplies.
 - Elementary & Secondary School Emergency Relief (ESSER III) - \$108,428.52 budgeted for a support teacher, tech support, curriculum and custodial supplies.
 - Elementary & Secondary School Emergency Relief-Learning Loss Mitigation (ESSER III-LLM) - \$18,904.64 budgeted for counseling.
 - Title II Teacher Quality revenues have increased by \$2.00 and have been budgeted at a total of \$1,120.00. These funds are budgeted for certificated salaries.
 - Title IV revenues are transferred to REAP and are budgeted at \$10,000.00. The funds are to be used for Title II Teacher Quality purposes.
 - LEA Medi-Cal Billing Option revenue has increased by \$118.40 and are budgeted at \$11,361.73. These funds are budgeted as we receive the cash. These funds when received will be used for a counselor.

- REAP (Rural Education Achievement Program) revenues are budgeted at \$8,295.00. The funds are to be used for Title II Teacher Quality purposes.
- Universal Prekindergarten Implementation Grant is budgeted at \$26,058.00 for a Transitional Kindergarten Teacher.
- Educator Effectiveness is budgeted at \$21,283.00 for contracted services.
- Special Education revenues increased by \$14,205.58 and are budgeted at \$91,321.47 which includes local, state and federal revenues. The contribution from unrestricted revenues to Special Education is projected at this time to be \$12,149.14. These funds are budgeted for a .62 FTE Special Education Teacher, an aide, staff development and contracted services.
- Learning Recovery Emergency Block Grant is budgeted at \$42,171.00 for a support teacher.
- Targeted Instructional Improvement Grant (TIIG) and Home-to-School Transportation have been maintained in the enacted state budget as permanent add-ons to LCFF entitlements. The maintenance of effort for all districts receiving transportation funds does not expire. The level of expenditures must be at least equal to the lesser of the amount spent in 2012-13 or the amount of the transportation revenue received in 2012-13. Transportation has been budgeted in resource code 0740 with a revenue amount of \$13,622.00 in object code 8011 and a contribution amount of \$30,175.09 in object code 8980. These funds are budgeted for a part-time bus driver, supplies, insurance and other services.
- Governmental Accounting Standards Board (GASB) 68: GASB 68 STRS On-Behalf Contribution is in the budget. The entry for 2022-2023 is \$35,839.00, at this time. This figure will be based on the 2019-2020 Creditable Compensation. The purpose is to report the district's proportionate share of the net pension liability (NPL) for both CalSTRS and CalPERS retirees. The district determines this number based on information provided by the retirement systems.

Student Activity Special Revenue Fund and Expenditures

- Student Activity Special Revenue Fund: \$5,606.36 is budgeted for supplies and services.

Cafeteria Fund Revenues and Expenditures

- The Cafeteria Fund is set up to have a \$3,000.00 beginning and ending balance. Federal, State and Local revenues are projected to be \$31,225.55. The contribution to the Cafeteria Fund is projected to be \$13,706.80. One hour per day of the Business Manager's time is budgeted to the Cafeteria Fund. Other expenses include the cost of lunches and breakfast, travel and food facility permit.

Developer Fee/Capital Facilities Fund Revenues and Expenditures

- Developer Fee/Capital Facilities Fund: Developer Fee/Capital Facilities Fund budget at this time is \$16,209.55. Carryover from 2021-2022 is \$16,173.90 and other revenue includes interest of \$35.65.

Self-Insurance Fund Revenues and Expenditures

- Funds are budgeted, at this time, for the deductible of employees covered by the health plan.

Multiyear Projections

For the 2023-2024 school year, at this time, state revenues are being projected to remain the same and one time revenues have been removed. Federal revenue has been reduced by the one-time monies received in 2022-2023. Property taxes have been increased by 2.5% percent. Other local revenue has reduced. One time salaries have been removed and step and column has been included. The 2023-2024 projected 19.10% CalSTRS (state Teachers Retirement System) rate has been applied to certificated salaries subject to this retirement percentage. The projected increased CalPERS (Public Employees Retirement System) rate of 27.00% has been applied to classified salaries subject to this retirement percentage. One time Comprehensive Support and Improvement (CSI) expenditures and other one-time expenditures have been reduced in salaries, benefits, books and supplies and services.

For the 2024-2025 school year, at this time, federal, state and local revenues are being projected the same as 2023-2024. Property taxes have been increased by 2.5% percent. Special Education and local revenues are being projected the same as 2023-2024. The 2023-2024 projected 19.10% CalSTRS (state Teachers Retirement System) rate has been applied to certificated salaries subject to this retirement percentage. The projected increased CalPERS (Public Employees Retirement System) rate of 28.10% has been applied to classified salaries subject to this retirement percentage. One time salaries have been removed and step and column has been included.

NOTICE OF CRITERIA AND STANDARDS REVIEW. This Interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed: _____ Date: _____
District Superintendent or Designee

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:
This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: March 14, 2023 Signed: _____
President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

POSITIVE CERTIFICATION
As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

QUALIFIED CERTIFICATION
As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

NEGATIVE CERTIFICATION
As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Elsie Piper Telephone: (707) 882-2374
Title: Business Manager E-mail: mue@mcn.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.		X
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.	X	
7	Ongoing and Major Maintenance Account	If applicable, changes occurring since first interim meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	n/a	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.	X	
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since first interim that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since first interim by more than five percent?	X	

S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current 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 since first interim by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?	X	
SUPPLEMENTAL INFORMATION (continued)				No Yes
S6	Long-term Commitments	Does the district have long-term (multi-year) commitments or debt agreements?		X
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior years' (2021-22) annual payment?	X	
		• If yes, 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?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, have there been changes since first interim in OPEB liabilities?	n/a	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?		X
		• If yes, have there been changes since first interim in self-insurance liabilities?	X	
S8	Status of Labor Agreements	As of second interim projections, are salary and benefit negotiations still unsettled for:		
		• Certified? (Section S8A, Line 1b)	X	
		• Classified? (Section S8B, Line 1b)	X	
S8	Labor Agreement Budget Revisions	For negotiations settled since first interim, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for:		
		• Certified? (Section S8A, Line 3)	n/a	
		• Classified? (Section S8B, Line 3)	n/a	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	X	
ADDITIONAL FISCAL INDICATORS				No Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal 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 and current fiscal years?	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 or current fiscal year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current 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	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		X
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
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)	32.00	32.00	37.15	37.15	5.15	16.0%
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	0.0%
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	0.0%
4. Total, District Regular ADA (Sum of Lines A1 through A3)	32.00	32.00	37.15	37.15	5.15	16.0%
5. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0.0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0.0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0.0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0.0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0.0%
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.0%
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	32.00	32.00	37.15	37.15	5.15	16.0%
7. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0.0%
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	745,447.00	738,855.00	77,863.75	738,867.00	12.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	4,714.00	5,610.00	(1,918.77)	5,610.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,701.00	7,308.45	11,201.84	16,181.44	8,872.99	121.4%
5) TOTAL, REVENUES			755,862.00	751,773.45	87,146.82	760,658.44		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	252,980.71	256,483.65	139,840.16	256,733.88	(250.23)	-0.1%
2) Classified Salaries		2000-2999	186,785.35	176,071.48	81,027.47	177,169.61	(1,098.13)	-0.6%
3) Employee Benefits		3000-3999	230,584.20	230,641.71	120,034.35	229,044.70	1,597.01	0.7%
4) Books and Supplies		4000-4999	25,814.00	26,710.00	8,680.94	28,210.00	(1,500.00)	-5.6%
5) Services and Other Operating Expenditures		5000-5999	79,574.04	85,808.99	46,610.32	88,246.57	(2,437.58)	-2.8%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	8,050.39	8,050.39	0.00	8,050.39	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(13,620.79)	(33,940.82)	0.00	(35,846.16)	1,905.34	-5.6%
9) TOTAL, EXPENDITURES			770,167.90	749,825.40	396,193.24	751,608.99		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(14,305.90)	1,948.05	(309,046.42)	9,049.45		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	26,894.30	11,746.15	0.00	13,706.80	(1,960.65)	-16.7%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	(58,454.38)	(19,575.33)	0.00	(12,149.14)	7,426.19	-37.9%
4) TOTAL, OTHER FINANCING SOURCES/USES			(85,348.68)	(31,321.48)	0.00	(25,855.94)		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(99,654.58)	(29,373.43)	(309,046.42)	(16,806.49)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	297,912.82	386,460.93		386,460.93	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			297,912.82	386,460.93		386,460.93		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			297,912.82	386,460.93		386,460.93		
2) Ending Balance, June 30 (E + F1e)			198,258.24	357,087.50		369,654.44		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	500.00	500.00		500.00		
Stores		9712	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	75,000.00	75,000.00		75,000.00		
Unassigned/Unappropriated Amount		9790	122,758.24	281,587.50		294,154.44		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	72,102.00	72,102.00	47,586.00	72,102.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	7,499.00	7,418.00	4,179.00	7,430.00	12.00	0.2%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	892.04	0.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	696.10	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	665,846.00	659,335.00	23,652.81	659,335.00	0.00	0.0%
Unsecured Roll Taxes		8042	0.00	0.00	688.75	0.00	0.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	169.05	0.00	0.00	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	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	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			745,447.00	738,855.00	77,863.75	738,867.00	12.00	0.0%
LCFF Transfers								
Unrestricted LCFF								
Transfers - Current Year	0000	8091	0.00	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	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	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	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			745,447.00	738,855.00	77,863.75	738,867.00	12.00	0.0%

2022-23 Second Interim
General Fund
Unrestricted (Resources 0000-1999)
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00		
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00		
Donated Food Commodities		8221	0.00	0.00	0.00	0.00		
Forest Reserve Funds		8260	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	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	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		
Title I, Part A, Basic	3010	8290						
Title I, Part D, Local Delinquent Programs	3025	8290						
Title II, Part A, Supporting Effective Instruction	4035	8290						
Title III, Part A, Immigrant Student Program	4201	8290						
Title III, Part A, English Learner Program	4203	8290						
Public Charter Schools Grant Program (PCSGP)	4610	8290						
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290						
Career and Technical Education	3500-3599	8290						
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319						
Special Education Master Plan								
Current Year	6500	8311						
Prior Years	6500	8319						
All Other State Apportionments - Current Year	All Other	8311	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	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	4,714.00	5,610.00	(1,967.77)	5,610.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00		
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590						
Charter School Facility Grant	6030	8590						
Career Technical Education Incentive Grant Program	6387	8590						
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590						
California Clean Energy Jobs Act	6230	8590						
Specialized Secondary	7370	8590						
American Indian Early Childhood Education	7210	8590						
All Other State Revenue	All Other	8590	0.00	0.00	49.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			4,714.00	5,610.00	(1,918.77)	5,610.00	0.00	0.0%
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00		
Unsecured Roll		8616	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00		
Supplemental Taxes		8618	0.00	0.00	0.00	0.00		
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00		
Sales								
Sale of Equipment/Supplies		8631	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	0.0%
Food Service Sales		8634	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	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	3,500.00	3,616.63	1,743.63	3,616.63	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	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	0.0%
Non-Resident Students		8672	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	0.0%
Interagency Services		8677	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	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00		
All Other Local Revenue		8699	2,201.00	3,691.82	9,458.21	12,564.81	8,872.99	240.3%
Tuition		8710	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	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	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	0.0%
From JPAs	All Other	8793	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	0.0%
TOTAL, OTHER LOCAL REVENUE			5,701.00	7,308.45	11,201.84	16,181.44	8,872.99	121.4%
TOTAL, REVENUES			755,862.00	751,773.45	87,146.82	760,658.44	8,884.99	1.2%
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	157,730.71	161,233.65	86,027.66	161,483.88	(250.23)	-0.2%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	95,250.00	95,250.00	53,812.50	95,250.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			252,980.71	256,483.65	139,840.16	256,733.88	(250.23)	-0.1%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	56,557.86	45,843.99	16,861.00	45,843.99	0.00	0.0%
Classified Support Salaries		2200	59,860.17	59,860.17	23,666.87	60,958.30	(1,098.13)	-1.8%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	70,367.32	70,367.32	40,499.60	70,367.32	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			186,785.35	176,071.48	81,027.47	177,169.61	(1,098.13)	-0.6%
EMPLOYEE BENEFITS								
STRS		3101-3102	48,319.32	48,988.38	26,192.33	49,036.19	(47.81)	-0.1%
PERS		3201-3202	30,152.99	30,152.99	16,121.14	30,436.59	(283.60)	-0.9%
OASDI/Medicare/Alternative		3301-3302	17,957.36	17,246.84	8,420.57	17,370.42	(123.58)	-0.7%
Health and Welfare Benefits		3401-3402	120,226.06	120,226.06	62,084.66	118,122.49	2,103.57	1.7%
Unemployment Insurance		3501-3502	2,183.83	2,147.79	1,107.00	2,154.53	(6.74)	-0.3%
Workers' Compensation		3601-3602	11,744.64	11,879.65	6,108.65	11,924.48	(44.83)	-0.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	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	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
TOTAL, EMPLOYEE BENEFITS			230,584.20	230,641.71	120,034.35	229,044.70	1,597.01	0.7%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	300.00	300.00	0.00	300.00	0.00	0.0%
Materials and Supplies		4300	25,514.00	26,410.00	8,680.94	27,910.00	(1,500.00)	-5.7%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			25,814.00	26,710.00	8,680.94	28,210.00	(1,500.00)	-5.6%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	3,150.00	3,150.00	320.50	3,150.00	0.00	0.0%
Dues and Memberships		5300	2,000.00	2,000.00	1,644.50	2,000.00	0.00	0.0%
Insurance		5400-5450	6,870.00	6,870.00	6,678.00	6,870.00	0.00	0.0%
Operations and Housekeeping Services		5500	13,804.04	14,186.78	6,344.56	16,474.36	(2,287.58)	-16.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	900.00	3,752.21	2,852.21	3,752.21	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	47,050.00	50,050.00	28,233.58	50,050.00	0.00	0.0%
Communications		5900	5,800.00	5,800.00	536.97	5,950.00	(150.00)	-2.6%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			79,574.04	85,808.99	46,610.32	88,246.57	(2,437.58)	-2.8%
CAPITAL OUTLAY								
Land		6100	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	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements								
		7110	0.00	0.00	0.00	0.00	0.00	0.0%
		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
		7141	0.00	0.00	0.00	0.00	0.00	0.0%
		7142	0.00	0.00	0.00	0.00	0.00	0.0%
		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
		7211	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
To County Offices		7212	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	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	328.87	328.87	0.00	328.87	0.00	0.0%
Other Debt Service - Principal		7439	7,721.52	7,721.52	0.00	7,721.52	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			8,050.39	8,050.39	0.00	8,050.39	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	(13,620.79)	(33,940.82)	0.00	(35,846.16)	1,905.34	-5.6%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(13,620.79)	(33,940.82)	0.00	(35,846.16)	1,905.34	-5.6%
TOTAL, EXPENDITURES			770,167.90	749,825.40	396,193.24	751,608.99	(1,783.59)	-0.2%
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	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	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	26,894.30	11,746.15	0.00	13,706.80	(1,960.65)	-16.7%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			26,894.30	11,746.15	0.00	13,706.80	(1,960.65)	-16.7%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	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	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	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	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	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	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	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	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	(58,454.38)	(19,575.33)	0.00	(12,149.14)	7,426.19	-37.9%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(58,454.38)	(19,575.33)	0.00	(12,149.14)	7,426.19	-37.9%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(85,348.68)	(31,321.48)	0.00	(25,855.94)	5,465.54	-17.4%

2022-23 Second Interim
General Fund
Restricted (Resources 2000-9999)
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	237,646.00	389,936.26	160,604.61	392,959.26	3,023.00	0.8%
3) Other State Revenue		8300-8599	37,719.00	144,660.00	98,159.00	160,189.71	15,529.71	10.7%
4) Other Local Revenue		8600-8799	69,337.00	59,025.47	23,013.87	70,365.45	11,339.98	19.2%
5) TOTAL, REVENUES			344,702.00	593,621.73	281,777.48	623,514.42		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	50,686.22	126,761.46	25,877.12	126,791.71	(30.25)	0.0%
2) Classified Salaries		2000-2999	35,569.48	31,040.29	7,538.86	33,425.21	(2,384.92)	-7.7%
3) Employee Benefits		3000-3999	93,515.29	102,700.83	19,870.18	102,968.10	(267.27)	-0.3%
4) Books and Supplies		4000-4999	114,477.58	174,085.48	5,600.27	180,952.40	(6,866.92)	-3.9%
5) Services and Other Operating Expenditures		5000-5999	95,287.02	229,808.51	8,420.35	240,820.31	(11,011.80)	-4.8%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	13,620.79	33,940.82	0.00	35,846.16	(1,905.34)	-5.6%
9) TOTAL, EXPENDITURES			403,156.38	698,337.39	67,306.78	720,803.89		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(58,454.38)	(104,715.66)	214,470.70	(97,289.47)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	58,454.38	19,575.33	0.00	12,149.14	(7,426.19)	-37.9%
4) TOTAL, OTHER FINANCING SOURCES/USES			58,454.38	19,575.33	0.00	12,149.14		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	(85,140.33)	214,470.70	(85,140.33)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	85,140.33		85,140.33	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	85,140.33		85,140.33		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	85,140.33		85,140.33		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00		
Subtotal, LCFF Sources			0.00	0.00	0.00	0.00		
LCFF Transfers								
Unrestricted LCFF								
Transfers - Current Year	0000	8091						
All Other LCFF Transfers - Current Year	All Other	8091	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		
Property Taxes Transfers		8097	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	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
FEDERAL REVENUE								

2022-23 Second Interim
General Fund
Restricted (Resources 2000-9999)
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	5,798.00	5,152.00	2,552.00	5,056.00	(96.00)	-1.9%
Special Education Discretionary Grants		8182	2,651.00	2,651.00	4,405.00	5,730.00	3,079.00	116.1%
Child Nutrition Programs		8220	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	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00		
Flood Control Funds		8270	0.00	0.00	0.00	0.00		
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00		
FEMA		8281	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	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	1,735.00	1,436.00	728.00	1,474.00	38.00	2.6%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	885.00	1,118.00	280.00	1,120.00	2.00	0.2%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290	217,483.00	217,483.00	131,726.35	217,483.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	9,094.00	162,096.26	20,913.26	162,096.26	0.00	0.0%
TOTAL, FEDERAL REVENUE			237,646.00	389,936.26	160,604.61	392,959.26	3,023.00	0.8%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	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	0.00	0.0%
Prior Years	6500	8319	0.00	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	0.0%
All Other State Apportionments - Prior Years	All Other	8319	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	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00		
Lottery - Unrestricted and Instructional Materials		8560	1,880.00	2,211.00	0.00	2,211.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	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	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Pass-Through Revenues from State Sources		8587	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	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	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	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	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	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	35,839.00	142,449.00	98,159.00	157,978.71	15,529.71	10.9%
TOTAL, OTHER STATE REVENUE			37,719.00	144,660.00	98,159.00	160,189.71	15,529.71	10.7%
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	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	0.0%
Supplemental Taxes		8618	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	0.0%
Other		8622	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	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	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	0.0%
Sale of Publications		8632	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	0.0%
All Other Sales		8639	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	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	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	0.0%
Non-Resident Students		8672	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	0.0%
Interagency Services		8677	1,800.00	1,118.58	0.00	1,118.58	0.00	0.0%
Mitigation/Developer Fees		8681	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	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%

2022-23 Second Interim
General Fund
Restricted (Resources 2000-9999)
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	1.00	1.00	118.40	118.40	117.40	11,740.0%
Tuition		8710	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	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	67,536.00	57,905.89	22,895.47	69,128.47	11,222.58	19.4%
From JPAs	6500	8793	0.00	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	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	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	0.0%
From County Offices	All Other	8792	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	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			69,337.00	59,025.47	23,013.87	70,365.45	11,339.98	19.2%
TOTAL, REVENUES			344,702.00	593,621.73	281,777.48	623,514.42	29,892.69	5.0%
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	50,686.22	126,761.46	25,877.12	126,791.71	(30.25)	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			50,686.22	126,761.46	25,877.12	126,791.71	(30.25)	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	35,569.48	17,800.66	6,913.07	20,185.58	(2,384.92)	-13.4%
Classified Support Salaries		2200	0.00	13,239.63	625.79	13,239.63	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			35,569.48	31,040.29	7,538.86	33,425.21	(2,384.92)	-7.7%
EMPLOYEE BENEFITS								
STRS		3101-3102	45,520.06	55,249.99	2,099.99	55,255.77	(5.78)	0.0%
PERS		3201-3202	9,023.97	9,735.20	3,636.72	9,735.15	.05	0.0%
OASDI/Medicare/Alternative		3301-3302	3,456.03	5,812.25	1,861.89	5,995.12	(182.87)	-3.1%
Health and Welfare Benefits		3401-3402	32,764.54	26,763.63	11,179.61	26,763.63	0.00	0.0%
Unemployment Insurance		3501-3502	431.27	789.02	167.53	801.04	(12.02)	-1.5%
Workers' Compensation		3601-3602	2,319.42	4,350.74	924.44	4,417.39	(66.65)	-1.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	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	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
TOTAL, EMPLOYEE BENEFITS			93,515.29	102,700.83	19,870.18	102,968.10	(267.27)	-0.3%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	56,298.79	81,330.07	31.28	81,330.07	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	58,178.79	92,755.41	5,568.99	99,622.33	(6,866.92)	-7.4%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			114,477.58	174,085.48	5,600.27	180,952.40	(6,866.92)	-3.9%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	56,298.80	56,257.44	100.00	57,257.44	(1,000.00)	-1.8%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	38,988.22	172,337.07	7,106.35	182,348.87	(10,011.80)	-5.8%
Communications		5900	0.00	1,214.00	1,214.00	1,214.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			95,287.02	229,808.51	8,420.35	240,820.31	(11,011.80)	-4.8%
CAPITAL OUTLAY								
Land		6100	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	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements			0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools			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			0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices			0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs			0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
To County Offices		7212	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	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	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	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	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	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	13,620.79	33,940.82	0.00	35,846.16	(1,905.34)	-5.6%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			13,620.79	33,940.82	0.00	35,846.16	(1,905.34)	-5.6%
TOTAL, EXPENDITURES			403,156.38	698,337.39	67,306.78	720,803.89	(22,466.50)	-3.2%
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	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	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	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	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	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	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	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	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	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	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	58,454.38	19,575.33	0.00	12,149.14	(7,426.19)	-37.9%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			58,454.38	19,575.33	0.00	12,149.14	(7,426.19)	-37.9%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			58,454.38	19,575.33	0.00	12,149.14	7,426.19	37.9%

2022-23 Second Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	745,447.00	738,855.00	77,863.75	738,867.00	12.00	0.0%
2) Federal Revenue		8100-8299	237,646.00	389,936.26	160,604.61	392,959.26	3,023.00	0.8%
3) Other State Revenue		8300-8599	42,433.00	150,270.00	96,240.23	165,799.71	15,529.71	10.3%
4) Other Local Revenue		8600-8799	75,038.00	66,333.92	34,215.71	86,546.89	20,212.97	30.5%
5) TOTAL, REVENUES			1,100,564.00	1,345,395.18	368,924.30	1,384,172.86		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	303,666.93	383,245.11	165,717.28	383,525.59	(280.48)	-0.1%
2) Classified Salaries		2000-2999	222,354.83	207,111.77	88,566.33	210,594.82	(3,483.05)	-1.7%
3) Employee Benefits		3000-3999	324,099.49	333,342.54	139,904.53	332,012.80	1,329.74	0.4%
4) Books and Supplies		4000-4999	140,291.58	200,795.48	14,281.21	209,162.40	(8,366.92)	-4.2%
5) Services and Other Operating Expenditures		5000-5999	174,861.06	315,617.50	55,030.67	329,066.88	(13,449.38)	-4.3%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	8,050.39	8,050.39	0.00	8,050.39	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,173,324.28	1,448,162.79	463,500.02	1,472,412.88		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			(72,760.28)	(102,767.61)	(94,575.72)	(88,240.02)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	26,894.30	11,746.15	0.00	13,706.80	(1,960.65)	-16.7%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(26,894.30)	(11,746.15)	0.00	(13,706.80)		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)								
			(99,654.58)	(114,513.76)	(94,575.72)	(101,946.82)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	297,912.82	471,601.26		471,601.26	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			297,912.82	471,601.26		471,601.26		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			297,912.82	471,601.26		471,601.26		
2) Ending Balance, June 30 (E + F1e)			198,258.24	357,087.50		369,654.44		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	500.00	500.00		500.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		

2022-23 Second Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	75,000.00	75,000.00		75,000.00		
Unassigned/Unappropriated Amount		9790	122,758.24	281,587.50		294,154.44		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	72,102.00	72,102.00	47,586.00	72,102.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	7,499.00	7,418.00	4,179.00	7,430.00	12.00	0.2%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	892.04	0.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	696.10	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	665,846.00	659,335.00	23,652.81	659,335.00	0.00	0.0%
Unsecured Roll Taxes		8042	0.00	0.00	688.75	0.00	0.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	169.05	0.00	0.00	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	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	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			745,447.00	738,855.00	77,863.75	738,867.00	12.00	0.0%
LCFF Transfers								
Unrestricted LCFF								
Transfers - Current Year	0000	8091	0.00	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	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	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	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			745,447.00	738,855.00	77,863.75	738,867.00	12.00	0.0%
FEDERAL REVENUE								

2022-23 Second Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	5,798.00	5,152.00	2,552.00	5,056.00	(96.00)	-1.9%
Special Education Discretionary Grants		8182	2,651.00	2,651.00	4,405.00	5,730.00	3,079.00	116.1%
Child Nutrition Programs		8220	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	0.0%
Forest Reserve Funds		8260	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	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	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	0.0%
Title I, Part A, Basic	3010	8290	1,735.00	1,436.00	728.00	1,474.00	38.00	2.6%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	885.00	1,118.00	280.00	1,120.00	2.00	0.2%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290	217,483.00	217,483.00	131,726.35	217,483.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	9,094.00	162,096.26	20,913.26	162,096.26	0.00	0.0%
TOTAL, FEDERAL REVENUE			237,646.00	389,936.26	160,604.61	392,959.26	3,023.00	0.8%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	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	0.00	0.0%
Prior Years	6500	8319	0.00	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	0.0%
All Other State Apportionments - Prior Years	All Other	8319	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	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	6,594.00	7,821.00	(1,967.77)	7,821.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	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	0.0%

2022-23 Second Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Pass-Through Revenues from State Sources		8587	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	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	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	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	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	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	35,839.00	142,449.00	98,208.00	157,978.71	15,529.71	10.9%
TOTAL, OTHER STATE REVENUE			42,433.00	150,270.00	96,240.23	165,799.71	15,529.71	10.3%
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	0.0%
Unsecured Roll		8616	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	0.0%
Supplemental Taxes		8618	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	0.0%
Other		8622	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	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	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	0.0%
Sale of Publications		8632	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	0.0%
All Other Sales		8639	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	0.0%
Interest		8660	3,500.00	3,616.63	1,743.63	3,616.63	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	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	0.0%
Non-Resident Students		8672	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	0.0%
Interagency Services		8677	1,800.00	1,118.58	0.00	1,118.58	0.00	0.0%
Mitigation/Developer Fees		8681	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	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%

2022-23 Second Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	2,202.00	3,692.82	9,576.61	12,683.21	8,990.39	243.5%
Tuition		8710	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	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	67,536.00	57,905.89	22,895.47	69,128.47	11,222.58	19.4%
From JPAs	6500	8793	0.00	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	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	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	0.0%
From County Offices	All Other	8792	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	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			75,038.00	66,333.92	34,215.71	86,546.89	20,212.97	30.5%
TOTAL, REVENUES			1,100,564.00	1,345,395.18	368,924.30	1,384,172.86	38,777.68	2.9%
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	208,416.93	287,995.11	111,904.78	288,275.59	(280.48)	-0.1%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	95,250.00	95,250.00	53,812.50	95,250.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			303,666.93	383,245.11	165,717.28	383,525.59	(280.48)	-0.1%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	92,127.34	63,644.65	23,774.07	66,029.57	(2,384.92)	-3.7%
Classified Support Salaries		2200	59,860.17	73,099.80	24,292.66	74,197.93	(1,098.13)	-1.5%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	70,367.32	70,367.32	40,499.60	70,367.32	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			222,354.83	207,111.77	88,566.33	210,594.82	(3,483.05)	-1.7%
EMPLOYEE BENEFITS								
STRS		3101-3102	93,839.38	104,238.37	28,292.32	104,291.96	(53.59)	-0.1%
PERS		3201-3202	39,176.96	39,888.19	19,757.86	40,171.74	(283.55)	-0.7%
OASDI/Medicare/Alternative		3301-3302	21,413.39	23,059.09	10,282.46	23,365.54	(306.45)	-1.3%
Health and Welfare Benefits		3401-3402	152,990.60	146,989.69	73,264.27	144,886.12	2,103.57	1.4%
Unemployment Insurance		3501-3502	2,615.10	2,936.81	1,274.53	2,955.57	(18.76)	-0.6%
Workers' Compensation		3601-3602	14,064.06	16,230.39	7,033.09	16,341.87	(111.48)	-0.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	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	0.0%

2022-23 Second Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
TOTAL, EMPLOYEE BENEFITS			324,099.49	333,342.54	139,904.53	332,012.80	1,329.74	0.4%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	56,298.79	81,330.07	31.28	81,330.07	0.00	0.0%
Books and Other Reference Materials		4200	300.00	300.00	0.00	300.00	0.00	0.0%
Materials and Supplies		4300	83,692.79	119,165.41	14,249.93	127,532.33	(8,366.92)	-7.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			140,291.58	200,795.48	14,281.21	209,162.40	(8,366.92)	-4.2%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	59,448.80	59,407.44	420.50	60,407.44	(1,000.00)	-1.7%
Dues and Memberships		5300	2,000.00	2,000.00	1,644.50	2,000.00	0.00	0.0%
Insurance		5400-5450	6,870.00	6,870.00	6,678.00	6,870.00	0.00	0.0%
Operations and Housekeeping Services		5500	13,804.04	14,186.78	6,344.56	16,474.36	(2,287.58)	-16.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	900.00	3,752.21	2,852.21	3,752.21	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	86,038.22	222,387.07	35,339.93	232,398.87	(10,011.80)	-4.5%
Communications		5900	5,800.00	7,014.00	1,750.97	7,164.00	(150.00)	-2.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			174,861.06	315,617.50	55,030.67	329,066.88	(13,449.38)	-4.3%
CAPITAL OUTLAY								
Land		6100	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	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements								
		7110	0.00	0.00	0.00	0.00	0.00	0.0%
		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
		7141	0.00	0.00	0.00	0.00	0.00	0.0%
		7142	0.00	0.00	0.00	0.00	0.00	0.0%
		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
		7211	0.00	0.00	0.00	0.00	0.00	0.0%

2022-23 Second Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

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To County Offices		7212	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	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	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	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	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	0.0%
Debt Service								
Debt Service - Interest		7438	328.87	328.87	0.00	328.87	0.00	0.0%
Other Debt Service - Principal		7439	7,721.52	7,721.52	0.00	7,721.52	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			8,050.39	8,050.39	0.00	8,050.39	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	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	0.0%
TOTAL, EXPENDITURES			1,173,324.28	1,448,162.79	463,500.02	1,472,412.88	(24,250.09)	-1.7%
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	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	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	26,894.30	11,746.15	0.00	13,706.80	(1,960.65)	-16.7%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			26,894.30	11,746.15	0.00	13,706.80	(1,960.65)	-16.7%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	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	0.0%

2022-23 Second Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	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	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	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	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	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	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(26,894.30)	(11,746.15)	0.00	(13,706.80)	1,960.65	-16.7%

Manchester Union Elementary
Mendocino County

Second Interim
General Fund
Exhibit: Restricted Balance Detail

23 65573 0000000
Form 011
D82AGT2192(2022-23)

Resource	Description	2022-23 Projected Totals
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.00	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.00	0.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	2,000.00	0.00	2,000.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	3,606.36	0.00	3,606.36	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	5,606.36	0.00	5,606.36		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	(5,606.36)	0.00	(5,606.36)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	(5,606.36)	0.00	(5,606.36)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
a) As of July 1 - Unaudited		9791	0.00	5,606.36		5,606.36	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	5,606.36		5,606.36		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	5,606.36		5,606.36		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
REVENUES								
Sale of Equipment and Supplies		8631	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	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	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	0.0%
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.00	0.00		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	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	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Materials and Supplies		4300	0.00	2,000.00	0.00	2,000.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	2,000.00	0.00	2,000.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	3,606.36	0.00	3,606.36	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	3,606.36	0.00	3,606.36	0.00	0.0%
CAPITAL OUTLAY								
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	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	0.0%
TOTAL, EXPENDITURES			0.00	5,606.36	0.00	5,606.36		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER SOURCES/USES								
SOURCES								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	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	0.0%
(c) TOTAL, SOURCES			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	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00		
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2022-23 Projected Totals
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	11,469.60	16,300.43	4,692.52	16,300.43	0.00	0.0%
3) Other State Revenue		8300-8599	450.00	16,885.77	3,988.47	14,885.77	(2,000.00)	-11.8%
4) Other Local Revenue		8600-8799	0.00	0.00	0.00	39.35	39.35	New
5) TOTAL, REVENUES			11,919.60	33,186.20	8,680.99	31,225.55		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	9,863.20	9,863.20	5,917.92	9,863.20	0.00	0.0%
3) Employee Benefits		3000-3999	5,955.70	5,962.40	3,577.44	5,962.40	0.00	0.0%
4) Books and Supplies		4000-4999	21,870.00	27,981.75	8,003.25	27,981.75	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	1,125.00	1,125.00	275.00	1,125.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			38,813.90	44,932.35	17,773.61	44,932.35		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(26,894.30)	(11,746.15)	(9,092.62)	(13,706.80)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	26,894.30	11,746.15	0.00	13,706.80	1,960.65	16.7%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			26,894.30	11,746.15	0.00	13,706.80		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	(9,092.62)	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	3,000.00	3,000.00		3,000.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,000.00	3,000.00		3,000.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,000.00	3,000.00		3,000.00		
2) Ending Balance, June 30 (E + F1e)			3,000.00	3,000.00		3,000.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	3,000.00	3,000.00		3,000.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
FEDERAL REVENUE								
Child Nutrition Programs		8220	11,469.60	16,300.43	4,692.52	16,300.43	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			11,469.60	16,300.43	4,692.52	16,300.43	0.00	0.0%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	450.00	16,885.77	3,988.47	14,885.77	(2,000.00)	-11.8%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			450.00	16,885.77	3,988.47	14,885.77	(2,000.00)	-11.8%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	39.35	39.35	New
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.00	39.35	39.35	New
TOTAL, REVENUES			11,919.60	33,186.20	8,680.99	31,225.55		
CERTIFICATED SALARIES								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	9,863.20	9,863.20	5,917.92	9,863.20	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			9,863.20	9,863.20	5,917.92	9,863.20	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	2,502.30	2,502.20	1,501.32	2,502.20	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	754.50	754.50	452.70	754.50	0.00	0.0%
Health and Welfare Benefits		3401-3402	2,384.40	2,384.30	1,430.58	2,384.30	0.00	0.0%
Unemployment Insurance		3501-3502	49.30	49.30	29.58	49.30	0.00	0.0%
Workers' Compensation		3601-3602	265.20	272.10	163.26	272.10	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	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	0.0%
TOTAL, EMPLOYEE BENEFITS			5,955.70	5,962.40	3,577.44	5,962.40	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	21,870.00	27,981.75	8,003.25	27,981.75	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			21,870.00	27,981.75	8,003.25	27,981.75	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	900.00	900.00	50.00	900.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	225.00	225.00	225.00	225.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,125.00	1,125.00	275.00	1,125.00	0.00	0.0%
CAPITAL OUTLAY								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	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	0.0%
TOTAL, EXPENDITURES			38,813.90	44,932.35	17,773.61	44,932.35		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8916	26,894.30	11,746.15	0.00	13,706.80	1,960.65	16.7%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			26,894.30	11,746.15	0.00	13,706.80	1,960.65	16.7%
INTERFUND TRANSFERS OUT								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Leases		8972	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	0.0%
(c) TOTAL, SOURCES			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	0.0%
All Other Financing Uses		7699	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	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			26,894.30	11,746.15	0.00	13,706.80		

Manchester Union Elementary
Mendocino County

2022-23 Second Interim
Cafeteria Special Revenue Fund
Restricted Detail

2365573000000
Form 131
D82AGT2192(2022-23)

Resource	Description	2022-23 Projected Totals
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	35.65	35.65	35.65	0.00	0.0%
5) TOTAL, REVENUES			0.00	35.65	35.65	35.65		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	16,209.55	0.00	16,209.55	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	16,209.55	0.00	16,209.55		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			0.00	(16,173.90)	35.65	(16,173.90)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)								
			0.00	(16,173.90)	35.65	(16,173.90)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	16,173.90		16,173.90	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	16,173.90		16,173.90		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	16,173.90		16,173.90		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance								
c) Committed		9740	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
OTHER STATE REVENUE								
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	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	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	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	0.0%
Prior Years' Taxes		8617	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	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	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	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	35.65	35.65	35.65	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	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	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	35.65	35.65	35.65	0.00	0.0%
TOTAL, REVENUES			0.00	35.65	35.65	35.65		
CERTIFICATED SALARIES								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	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	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	16,209.55	0.00	16,209.55	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	16,209.55	0.00	16,209.55	0.00	0.0%
CAPITAL OUTLAY								
Land		6100	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	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	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	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
TOTAL, EXPENDITURES			0.00	16,209.55	0.00	16,209.55		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	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	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	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	0.0%
Proceeds from Lease Revenue Bonds		8973	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	0.0%
(c) TOTAL, SOURCES			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	0.0%
All Other Financing Uses		7699	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	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2022-23 Projected Totals
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	9,325.00	8,158.33	38.03	8,158.33	0.00	0.0%
5) TOTAL, REVENUES			9,325.00	8,158.33	38.03	8,158.33		
B. EXPENSES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	2,690.61	2,690.61	(2,690.61)	New
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	9,250.00	8,083.33	1,663.76	8,083.33	0.00	0.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			9,250.00	8,083.33	4,354.37	10,773.94		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B9)			75.00	75.00	(4,316.34)	(2,615.61)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			75.00	75.00	(4,316.34)	(2,615.61)		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	21,116.91	23,305.12		23,305.12	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
c) As of July 1 - Audited (F1a + F1b)			21,116.91	23,305.12		23,305.12		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			21,116.91	23,305.12		23,305.12		
2) Ending Net Position, June 30 (E + F1e)			21,191.91	23,380.12		20,689.51		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	21,191.91	23,380.12		20,689.51		
OTHER STATE REVENUE								
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	75.00	75.00	38.03	75.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
In-District Premiums/Contributions		8674	9,250.00	8,083.33	0.00	8,083.33	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	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	0.0%
TOTAL, OTHER LOCAL REVENUE			9,325.00	8,158.33	38.03	8,158.33	0.00	0.0%
TOTAL, REVENUES			9,325.00	8,158.33	38.03	8,158.33		
CERTIFICATED SALARIES								
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	38.46	38.46	(38.46)	New
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	2,652.15	2,652.15	(2,652.15)	New
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	2,690.61	2,690.61	(2,690.61)	New
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	9,250.00	8,083.33	1,663.76	8,083.33	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			9,250.00	8,083.33	1,663.76	8,083.33	0.00	0.0%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	0.00	0.00	0.00	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			9,250.00	8,083.33	4,354.37	10,773.94		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	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	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	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	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Manchester Union Elementary
Mendocino County

2022-23 Second Interim
Self-Insurance Fund
Restricted Detail

23655730000000
Form 671
D82AGT2192(2022-23)

Resource	Description	2022-23 Projected Totals
Total, Restricted Net Position		0.00

Description	Object Codes	Projected Year Totals (Form 011) (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	738,867.00	2.50%	757,339.00	2.50%	776,273.00
2. Federal Revenues	8100-8299	392,959.26	(92.72%)	28,596.00	0.00%	28,596.00
3. Other State Revenues	8300-8599	165,799.71	(73.67%)	43,660.35	0.00%	43,660.35
4. Other Local Revenues	8600-8799	86,546.89	(19.17%)	69,954.11	.77%	70,490.25
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		1,384,172.86	(35.01%)	899,549.46	2.16%	919,019.60
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				383,525.59		304,231.22
b. Step & Column Adjustment				0.00		5,541.50
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(79,294.37)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	383,525.59	(20.68%)	304,231.22	1.82%	309,772.72
2. Classified Salaries						
a. Base Salaries				210,594.82		199,798.19
b. Step & Column Adjustment				0.00		2,832.76
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(10,796.63)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	210,594.82	(5.13%)	199,798.19	1.42%	202,630.95
3. Employee Benefits	3000-3999	332,012.80	(6.45%)	310,605.27	1.45%	315,114.45
4. Books and Supplies	4000-4999	209,162.40	(85.46%)	30,421.00	0.00%	30,421.00
5. Services and Other Operating Expenditures	5000-5999	329,066.88	(68.75%)	102,846.43	0.00%	102,846.43
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	8,050.39	0.00%	8,050.39	0.00%	8,050.39
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	(500.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	13,706.80	0.00%	13,706.80	0.00%	13,706.80
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)		1,486,119.68	(34.75%)	969,659.30	1.28%	982,042.74
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		(101,946.82)		(70,109.84)		(63,023.14)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		471,601.26		369,654.44		299,544.60
2. Ending Fund Balance (Sum lines C and D1)		369,654.44		299,544.60		236,521.46
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	500.00		500.00		500.00
b. Restricted	9740	0.00		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	75,000.00		75,000.00		75,000.00

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
2. Unassigned/Unappropriated	9790	294,154.44		224,044.60		161,021.46
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		369,654.44		299,544.60		236,521.46
E. AVAILABLE RESERVES (Unrestricted except as noted)						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	75,000.00		75,000.00		75,000.00
c. Unassigned/Unappropriated	9790	294,154.44		224,044.60		161,021.46
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 E1 thru E2c)		369,154.44		299,044.60		236,021.46
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		24.84%		30.84%		24.03%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
<hr/>						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546 objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form AI, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		37.15		33.88		35.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		1,486,119.68		969,659.30		982,042.74
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)		1,486,119.68		969,659.30		982,042.74
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		5%		5%		5%
e. Reserve Standard - By Percent (Line F3c times F3d)		74,305.98		48,482.97		49,102.14
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		75,000.00		75,000.00		75,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		75,000.00		75,000.00		75,000.00
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Description	Object Codes	Projected Year Totals (Form 011) (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	738,867.00	2.50%	757,339.00	2.50%	776,273.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	5,610.00	0.00%	5,610.00	0.00%	5,610.00
4. Other Local Revenues	8600-8799	16,181.44	(56.74%)	7,000.00	0.00%	7,000.00
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	(12,149.14)	127.05%	(27,584.12)	8.15%	(29,831.81)
6. Total (Sum lines A1 thru A5c)		748,509.30	(.82%)	742,364.88	2.25%	759,051.19
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				256,733.88		256,733.88
b. Step & Column Adjustment						3,502.77
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	256,733.88	0.00%	256,733.88	1.36%	260,236.65
2. Classified Salaries						
a. Base Salaries				177,169.61		177,169.61
b. Step & Column Adjustment						2,349.35
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	177,169.61	0.00%	177,169.61	1.33%	179,518.96
3. Employee Benefits	3000-3999	229,044.70	5.16%	240,857.47	1.56%	244,604.96
4. Books and Supplies	4000-4999	28,210.00	0.00%	28,210.00	0.00%	28,210.00
5. Services and Other Operating Expenditures	5000-5999	88,246.57	0.00%	88,246.57	0.00%	88,246.57
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	8,050.39	0.00%	8,050.39	0.00%	8,050.39
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(35,846.16)	(98.61%)	(500.00)	0.00%	(500.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	13,706.80	0.00%	13,706.80	0.00%	13,706.80
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)		765,315.79	6.16%	812,474.72	1.18%	822,074.33
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		(16,806.49)		(70,109.84)		(63,023.14)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		386,460.93		369,654.44		299,544.60
2. Ending Fund Balance (Sum lines C and D1)		369,654.44		299,544.60		236,521.46
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	500.00		500.00		500.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	75,000.00		75,000.00		75,000.00

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
2. Unassigned/Unappropriated	9790	294,154.44		224,044.60		161,021.46
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		369,654.44		299,544.60		236,521.46
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	75,000.00		75,000.00		75,000.00
c. Unassigned/Unappropriated	9790	294,154.44		224,044.60		161,021.46
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		369,154.44		299,044.60		236,021.46
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	Projected Year Totals (Form 011) (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	392,959.26	(92.72%)	28,596.00	0.00%	28,596.00
3. Other State Revenues	8300-8599	160,189.71	(76.25%)	38,050.35	0.00%	38,050.35
4. Other Local Revenues	8600-8799	70,365.45	(10.53%)	62,954.11	.85%	63,490.25
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	12,149.14	127.05%	27,584.12	8.15%	29,831.81
6. Total (Sum lines A1 thru A5c)		635,663.56	(75.27%)	157,184.58	1.77%	159,968.41
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				126,791.71		47,497.34
b. Step & Column Adjustment						2,038.73
c. Cost-of-Living Adjustment						
d. Other Adjustments				(79,294.37)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	126,791.71	(62.54%)	47,497.34	4.29%	49,536.07
2. Classified Salaries						
a. Base Salaries				33,425.21		22,628.58
b. Step & Column Adjustment						483.41
c. Cost-of-Living Adjustment						
d. Other Adjustments				(10,796.63)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	33,425.21	(32.30%)	22,628.58	2.14%	23,111.99
3. Employee Benefits	3000-3999	102,968.10	(32.26%)	69,747.80	1.09%	70,509.49
4. Books and Supplies	4000-4999	180,952.40	(98.78%)	2,211.00	0.00%	2,211.00
5. Services and Other Operating Expenditures	5000-5999	240,820.31	(93.94%)	14,599.86	0.00%	14,599.86
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	35,846.16	(98.61%)	500.00	(100.00%)	
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)		720,803.89	(78.19%)	157,184.58	1.77%	159,968.41
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		(85,140.33)		0.00		0.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		85,140.33		0.00		0.00
2. Ending Fund Balance (Sum lines C and D1)		0.00		0.00		0.00
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	0.00				
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		0.00		0.00		0.00
E. AVAILABLE RESERVES						
1. General Fund)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
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.						
One time salaries in 2022-2023.						

Description	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH									
B. RECEIPTS		592,746.00	574,260.00	562,730.00	518,821.00	482,087.00	458,901.00	787,489.00	739,573.00
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	36,914.00							19,354.00
Property Taxes	8020-8079		12,905.00		10,815.00		367,031.00	4,326.00	
Miscellaneous Funds	8080-8099								
Federal Revenue	8100-8299			3,624.00	8,477.00		142,051.00	6,453.00	
Other State Revenue	8300-8599	8,531.00	8,531.00	12,788.00	8,531.00	21,086.00	35,329.00	1,444.00	
Other Local Revenue	8600-8799	1,324.00	1,983.00	8,826.00	1,492.00		14,373.00	6,218.00	1,644.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
TOTAL RECEIPTS		20,670.00	47,428.00	38,143.00	29,315.00	21,086.00	558,784.00	18,441.00	20,988.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	7,688.00	25,505.00	28,734.00	25,865.00	26,420.00	25,582.00	25,925.00	33,564.00
Classified Salaries	2000-2999	6,575.00	9,386.00	12,426.00	18,254.00	15,625.00	11,628.00	14,672.00	13,247.00
Employee Benefits	3000-3999	8,482.00	21,763.00	21,604.00	21,105.00	23,325.00	20,968.00	22,657.00	32,655.00
Books and Supplies	4000-4999	3,598.00	1,501.00	3,499.00	1,680.00	2,052.00	1,720.00	231.00	46,763.00
Services	5000-5999	12,754.00	2,521.00	15,321.00	2,721.00	4,474.00	14,913.00	2,327.00	8,051.00
Capital Outlay	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		39,097.00	60,676.00	81,584.00	69,625.00	71,895.00	74,811.00	65,812.00	134,280.00
TOTAL DISBURSEMENTS										
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299		6,960.00	2,975.00		8,051.00	27,289.00	(26.00)	1,968.00	0.00
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	6,960.00	2,975.00	0.00	8,051.00	27,289.00	(26.00)	1,968.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599									
Due To Other Funds	9610		7,019.00	1,257.00	468.00	4,475.00	(335.00)	(4,839.00)	2,493.00	
Current Loans	9640									
Unearned Revenues	9650							160,218.00		
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	7,019.00	1,257.00	468.00	4,475.00	(335.00)	155,379.00	2,493.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	(59.00)	1,718.00	(468.00)	3,576.00	27,624.00	(155,405.00)	(525.00)	0.00
E. NET INCREASE/DECREASE (B - C + D)			(18,486.00)	(11,530.00)	(43,909.00)	(36,734.00)	(23,186.00)	328,568.00	(47,896.00)	(113,282.00)
F. ENDING CASH (A + E)			574,260.00	562,730.00	518,821.00	482,087.00	458,901.00	787,469.00	739,573.00	626,291.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	Total	Budget
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH									
B. RECEIPTS		626,291.00	582,788.00	643,123.00	474,886.00				
LCFF/Revenue Limit Sources									
Principal Apportionment	8010- 8019			4,903.00	18,361.00	0.00		79,532.00	79,532.00
Property Taxes	8020- 8079	13,569.00	230,023.00		9,851.00			659,335.00	659,335.00
Miscellaneous Funds	8080- 8099							0.00	0.00
Federal Revenue	8100- 8299	70,935.00	2,200.00		159,219.26	0.00		392,959.26	392,959.26
Other State Revenue	8300- 8599		25,979.00	1,448.00	40,176.00	1,956.71		165,799.71	165,799.71
Other Local Revenue	8600- 8799	23,117.00	255.00	1,423.00	24,988.00	903.89		86,546.89	86,546.89
Interfund Transfers In	8910- 8929							0.00	0.00
All Other Financing Sources	8930- 8979							0.00	0.00
TOTAL RECEIPTS		107,621.00	258,457.00	7,774.00	252,595.26	2,860.60	0.00	1,384,172.86	1,384,172.86
C. DISBURSEMENTS									
Certificated Salaries	1000- 1999	21,986.00	61,249.00	53,490.00	47,517.59	0.00		383,525.59	383,525.59
Classified Salaries	2000- 2999	17,600.00	32,178.00	33,529.00	25,474.82			210,594.82	210,594.82
Employee Benefits	3000- 3999	33,311.00	35,321.00	37,790.00	53,031.80			332,012.80	332,012.80
Books and Supplies	4000- 4999	32,035.00	64,698.00	24,116.00	27,269.40			209,162.40	209,162.40
Services	5000- 5999	46,192.00	4,676.00	27,286.00	187,830.88			329,066.88	329,066.88
Capital Outlay	6000- 6599							0.00	0.00
Other Outgo	7000- 7499				8,050.39			8,050.39	8,050.39
Interfund Transfers Out	7600- 7629				13,706.80			13,706.80	13,706.80
All Other Financing Uses	7630- 7699							0.00	0.00

Second Interim
2022-23 Budget
Cashflow Worksheet - Budget Year (1)

Description	Object	March	April	May	June	Accruals	Adjustments	Total	Budget
TOTAL DISBURSEMENTS		151,124.00	198,122.00	176,211.00	362,881.68	0.00	0.00	1,486,119.68	1,486,119.68
<u>D. BALANCE SHEET ITEMS</u>									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299					29,195.00		76,412.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	29,195.00	0.00	76,412.00	0.00
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							10,538.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							160,218.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	170,756.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	29,195.00	0.00	(94,344.00)	
E. NET INCREASE/DECREASE (B - C + D)		(43,503.00)	60,335.00	(168,437.00)	(110,286.42)	32,055.60	0.00	(196,290.82)	(101,946.82)
F. ENDING CASH (A + E)		582,788.00	643,123.00	474,686.00	364,399.56				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								396,455.18	

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

Deviations from the standards must be explained and may affect the interim certification.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's ADA Standard Percentage Range:

1A. Calculating the District's ADA Variances

DATA ENTRY: First Interim data that exist will be extracted into the first column, otherwise, enter data for all fiscal years. Second Interim Projected Year Totals data that exist for the current year will be extracted; otherwise, enter data for all fiscal years. Enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for all fiscal years.

Estimated Funded ADA

Fiscal Year	First Interim Projected Year Totals (Form 01CSI, Item 1A)	Second Interim Projected Year Totals (Form AI, Lines A4 and C4)	Percent Change	Status	
Current Year (2022-23)	District Regular	37.09	37.15		
	Charter School	0.00	0.00		
	Total ADA	37.09	37.15	.2%	Met
1st Subsequent Year (2023-24)	District Regular	33.82	33.88		
	Charter School				
	Total ADA	33.82	33.88	.2%	Met
2nd Subsequent Year (2024-25)	District Regular	35.00	35.00		
	Charter School				
	Total ADA	35.00	35.00	0.0%	Met

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 changed since first interim projections by more than two percent in any of the current year or two subsequent fiscal years.

Explanation:
(required if NOT met)

2. **CRITERION: Enrollment**

STANDARD: Projected enrollment for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections

District's Enrollment Standard Percentage Range: -2.0% to +2.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment		Percent Change	Status
	First Interim (Form 01CSI, Item 2A)	Second Interim CBEDS/Projected		
Current Year (2022-23)				
District Regular	35.00	35.00		
Charter School				
Total Enrollment	35.00	35.00	0.0%	Met
1st Subsequent Year (2023-24)				
District Regular	35.00	35.00		
Charter School				
Total Enrollment	35.00	35.00	0.0%	Met
2nd Subsequent Year (2024-25)				
District Regular	38.00	38.00		
Charter School				
Total Enrollment	38.00	38.00	0.0%	Met

2B. Comparison of District Enrollment to the Standard

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

1a. STANDARD MET - Enrollment projections have not changed since first interim projections by more than two percent for the current year and two subsequent fiscal 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 current fiscal 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: Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. First Interim data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal 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.

Fiscal Year		P-2 ADA	Enrollment	Historical Ratio of ADA to Enrollment
		Unaudited Actuals (Form A, Lines A4 and C4)	CBEDS Actual (Form 01CSI, Item 3A)	
Third Prior Year (2019-20)	District Regular	42	45	93.3%
	Charter School			
	Total ADA/Enrollment	42	45	
Second Prior Year (2020-21)	District Regular	42	43	97.7%
	Charter School			
	Total ADA/Enrollment	42	43	
First Prior Year (2021-22)	District Regular	28	30	93.3%
	Charter School			
	Total ADA/Enrollment	28	30	
Historical Average Ratio:				94.8%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):				95.3%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Estimated P-2 ADA will be extracted into the first column for the Current Year; enter data in the first column for the subsequent fiscal 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.

Fiscal Year		Estimated P-2 ADA	Enrollment	Ratio of ADA to Enrollment	Status
		(Form AI, Lines A4 and C4)	CBEDS/Projected (Criterion 2, Item 2A)		
Current Year (2022-23)	District Regular	37	35	105.7%	Not Met
	Charter School	0			
	Total ADA/Enrollment	37	35		
1st Subsequent Year (2023-24)	District Regular	34	35	97.1%	Not Met
	Charter School				
	Total ADA/Enrollment	34	35		
2nd Subsequent Year (2024-25)	District Regular	35	38	92.1%	Met
	Charter School				
	Total ADA/Enrollment	35	38		

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

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

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

Explanation:
(required if NOT met)

Using 3-PY Average ADA.

4. **CRITERION: LCFF Revenue**

STANDARD: Projected LCFF revenue for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's LCFF Revenue Standard Percentage Range: -2.0% to +2.0%

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

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. In the Second Interim column, Current Year data are extracted; enter data for the two subsequent years.

Fiscal Year	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)		Percent Change	Status
	First Interim (Form 01CSI, Item 4A)	Second Interim Projected Year Totals		
	Current Year (2022-23)	738,855.00		
1st Subsequent Year (2023-24)	757,326.00	757,339.00	0.0%	Met
2nd Subsequent Year (2024-25)	776,260.00	776,273.00	0.0%	Met

4B. Comparison of District LCFF Revenue to the Standard

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

1a. STANDARD MET - LCFF revenue has not changed since first interim projections by more than two percent for the current year 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 current fiscal 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: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits	Total Expenditures	
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	
Third Prior Year (2019-20)	617,916.82	700,380.36	88.2%
Second Prior Year (2020-21)	629,479.75	712,996.14	88.3%
First Prior Year (2021-22)	842,520.75	1,036,478.02	81.3%
	Historical Average Ratio:		85.9%

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	5%	5%	5%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	80.9% to 90.9%	80.9% to 90.9%	80.9% to 90.9%

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

DATA ENTRY: If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; if not, enter Projected Year Totals data. Projected Year Totals data for Current Year are extracted.

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)			Status
	Salaries and Benefits	Total Expenditures	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	
	(Form 01, Objects 1000-3999) (Form MYPI, Lines B1-B3)	(Form 01, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)		
Current Year (2022-23)	662,948.19	751,608.99	88.2%	Met
1st Subsequent Year (2023-24)	674,760.96	798,767.92	84.5%	Met
2nd Subsequent Year (2024-25)	684,360.57	808,367.53	84.7%	Met

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

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

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the current year 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 current fiscal year or two subsequent fiscal years, have not changed by more than five percent since first interim projections. Changes that exceed five percent in any major object category must be explained.

District's Other Revenues and Expenditures Standard Percentage Range:	-5.0% to +5.0%
District's Other Revenues and Expenditures Explanation Percentage Range:	-5.0% to +5.0%

6A. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. Second Interim data for the Current Year are extracted. If Second Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column. 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	First Interim	Second Interim	Percent Change	Change Is Outside Explanation Range
	Projected Year Totals (Form 01CSI, Item 6A)	Projected Year Totals (Fund 01) (Form MYPI)		
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)				
Current Year (2022-23)	389,936.26	392,959.26	.8%	No
1st Subsequent Year (2023-24)	28,652.00	28,596.00	-.2%	No
2nd Subsequent Year (2024-25)	29,000.00	28,596.00	-1.4%	No

Explanation:
(required if Yes)

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)				
Current Year (2022-23)	150,270.00	165,799.71	10.3%	Yes
1st Subsequent Year (2023-24)	7,821.00	43,660.35	458.2%	Yes
2nd Subsequent Year (2024-25)	7,821.00	43,660.35	458.2%	Yes

Explanation:
(required if Yes)

One time revenues and also included STRS on Behalf.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)				
Current Year (2022-23)	66,333.92	86,546.89	30.5%	Yes
1st Subsequent Year (2023-24)	64,813.92	69,954.11	7.9%	Yes
2nd Subsequent Year (2024-25)	66,333.92	70,490.25	6.3%	Yes

Explanation:
(required if Yes)

One time dollars.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)				
Current Year (2022-23)	200,795.48	209,162.40	4.2%	No
1st Subsequent Year (2023-24)	28,921.00	30,421.00	5.2%	Yes
2nd Subsequent Year (2024-25)	28,921.00	30,421.00	5.2%	Yes

Explanation:
(required if Yes)

One time dollars.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)				
Current Year (2022-23)	315,617.50	329,066.88	4.3%	No
1st Subsequent Year (2023-24)	105,323.75	102,846.43	-2.4%	No
2nd Subsequent Year (2024-25)	107,191.75	102,846.43	-4.1%	No

Explanation:
(required if Yes)

6B. Calculating the District's Change in Total Operating Revenues and Expenditures

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	First Interim	Second Interim	Percent Change	Status
	Projected Year Totals	Projected Year Totals		
Total Federal, Other State, and Other Local Revenue (Section 6A)				
Current Year (2022-23)	606,540.18	645,305.86	6.4%	Not Met
1st Subsequent Year (2023-24)	101,286.92	142,210.46	40.4%	Not Met
2nd Subsequent Year (2024-25)	103,154.92	142,746.60	38.4%	Not Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2022-23)	516,412.98	538,229.28	4.2%	Met
1st Subsequent Year (2023-24)	134,244.75	133,267.43	-.7%	Met
2nd Subsequent Year (2024-25)	136,112.75	133,267.43	-2.1%	Met

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

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

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

Explanation:

Federal Revenue
(linked from 6A
if NOT met)

Explanation:

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

One time revenues and also included STRS on Behalf.

Explanation:

Other Local Revenue
(linked from 6A
if NOT met)

One time dollars.

- 1b. **STANDARD MET** - Projected total operating expenditures have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:

Books and Supplies
(linked from 6A
if NOT met)

Explanation:

Services and Other Exps
(linked from 6A
if NOT met)

7. **CRITERION: Facilities Maintenance**

STANDARD: Identify changes that have occurred since first interim projections in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how 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. Statutes exclude 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: Enter the Required Minimum Contribution if First Interim data does not exist. First Interim data that exist will be extracted; otherwise, enter First Interim data into lines 1, if applicable, and 2. All other data are extracted.

	Required Minimum Contribution	Second Interim Contribution	Status
		Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	
1. OMMA/RMA Contribution	34,931.39	0.00	Not Met
2. First Interim Contribution (information only) (Form 01CSI, First Interim, Criterion 7, Line 1)		0.00	

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

<input checked="" type="checkbox"/>	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
<input type="checkbox"/>	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
<input type="checkbox"/>	Other (explanation must be provided)

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

8. CRITERION: Deficit Spending

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

¹Available 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.

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

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

DATA ENTRY: All data are extracted or calculated.

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District's Available Reserve Percentages (Criterion 10C, Line 9)	24.8%	30.8%	24.0%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	8.3%	10.3%	8.0%

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals			Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000- 7999) (Form MYPI, Line B11)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	
Current Year (2022-23)	(16,806.49)	765,315.79	2.2%	Met
1st Subsequent Year (2023-24)	(70,109.84)	812,474.72	8.6%	Met
2nd Subsequent Year (2024-25)	(63,023.14)	822,074.33	7.7%	Met

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 any of the current year or two subsequent fiscal years.

Explanation:
(required if NOT met)

9. CRITERION: Fund and Cash Balances

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

9A-1. Determining if the District's General Fund Ending Balance is Positive

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals		Status
	(Form 011, Line F2) (Form MYPI, Line D2)		
Current Year (2022-23)	369,654.44	Met	
1st Subsequent Year (2023-24)	299,544.60	Met	
2nd Subsequent Year (2024-25)	236,521.46	Met	

9A-2. Comparison of the District's Ending Fund Balance to the Standard

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

1a. STANDARD MET - Projected general fund ending balance is positive for the current fiscal year and two subsequent fiscal years.

Explanation:
(required if NOT met)

B. CASH BALANCE STANDARD: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1. Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund		Status
	(Form CASH, Line F, June Column)		
Current Year (2022-23)	364,399.58	Met	

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

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

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

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the current fiscal 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: Current Year data are extracted. If Form MYPI 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 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 (Education Code Section 42238), rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District Estimated P-2 ADA (Current Year, Form AI, Lines A4 and C4. Subsequent Years, Form MYPI, Line F2, if available.)	37.15	33.88	35.00
District's Reserve Standard Percentage Level:	5%	5%	5%

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 MYPI 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; Current Year data are extracted.

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

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

No

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

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

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

	Current Year Projected Year Totals (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
	0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYPI exists, all data will be extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

	Current Year Projected Year Totals (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	1,486,119.68	969,659.30	982,042.74
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	1,486,119.68	969,659.30	982,042.74
4. Reserve Standard Percentage Level	5%	5%	5%
5. Reserve Standard - by Percent (Line B3 times Line B4)	74,305.98	48,482.97	49,102.14

- 6. Reserve Standard - by Amount
(\$75,000 for districts with less than 1,001 ADA, else 0)
- 7. District's Reserve Standard
(Greater of Line B5 or Line B6)

75,000.00	75,000.00	75,000.00
75,000.00	75,000.00	75,000.00

10C. Calculating the District's Available Reserve Amount

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4)	Current Year	1st Subsequent Year	2nd Subsequent Year
	Projected Year Totals	(2023-24)	(2024-25)
	(2022-23)		
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	75,000.00	75,000.00	75,000.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	294,154.44	224,044.60	161,021.46
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00		
8. District's Available Reserve Amount (Lines C1 thru C7)	369,154.44	299,044.60	236,021.46
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	24.84%	30.84%	24.03%
District's Reserve Standard (Section 10B, Line 7):	75,000.00	75,000.00	75,000.00
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

1a. STANDARD MET - Available reserves have met the standard for the current year 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 have occurred since first interim projections 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 funded with one-time revenues that have changed since first interim projections by more than five percent?

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. Temporary Interfund Borrowings

1a. Does your district have projected temporary borrowings between funds?
(Refer to Education Code Section 42603)

1b. If Yes, identify the interfund borrowings:

S4. Contingent Revenues

1a. Does your district have projected revenues for the current fiscal 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 current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since first interim projections.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than \$20,000 and more than five percent since first interim projections.

Identify capital project cost overruns that have occurred since first interim projections that may impact the general fund budget.

District's Contributions and Transfers Standard: -5.0% to +5.0% or -\$20,000 to +\$20,000

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

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the Second Interim's Current Year data will be extracted. Enter Second Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, the Second Interim's Current Year data will be extracted. If Form MYPI exists, the data will be extracted into the Second Interim column for the 1st and 2nd Subsequent Years. If Form MYPI does not exist, enter data for 1st and 2nd Subsequent Years. Click on the appropriate button for Item 1d; all other data will be calculated.

Description / Fiscal Year	First Interim (Form 01CSI, Item S5A)	Second Interim Projected Year Totals	Percent Change	Amount of Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)					
Current Year (2022-23)	(19,575.33)	(12,149.14)	-37.9%	(7,426.19)	Met
1st Subsequent Year (2023-24)	(19,575.33)	(27,584.12)	40.9%	8,008.79	Met
2nd Subsequent Year (2024-25)	(19,575.33)	(29,831.81)	52.4%	10,256.48	Met
1b. Transfers In, General Fund *					
Current Year (2022-23)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	0.00	Met
1c. Transfers Out, General Fund *					
Current Year (2022-23)	11,746.15	13,706.80	16.7%	1,960.65	Met
1st Subsequent Year (2023-24)	11,746.15	13,706.80	16.7%	1,960.65	Met
2nd Subsequent Year (2024-25)	11,746.15	13,706.80	16.7%	1,960.65	Met

1d. Capital Project Cost Overruns

Have capital project cost overruns occurred since first interim projections 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.

SSB. 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 since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. MET - Projected transfers in have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

1c. MET - Projected transfers out have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

--

1d. NO - There have been no capital project cost overruns occurring since first interim projections 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 payment for the current fiscal 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: If First Interim data exist (Form 01CSI, Item S6A), long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in Item 2, as applicable. If no First Interim data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

- 1. a. Does your district have long-term (multiyear) commitments?
(If No, skip items 1b and 2 and sections S6B and S6C) Yes
- b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since first interim projections? N/A
- 2. If Yes to Item 1a, list (or update) 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)	
Capital Leases	3	General Fund	8050.39	23,490
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (do not include OPEB):

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2022-23
TOTAL:				23,490

Type of Commitment (continued)	Prior Year (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Capital Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

Type of Commitment	Prior Year (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Total Annual Payments:	0	0	0	0
Has total annual payment increased over prior year (2021-22)?		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 current 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?

No

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.

Explanation:
(Required if Yes)

S7. Unfunded Liabilities

Identify any changes in estimates for unfunded liabilities since first interim projections, and indicate whether the changes are the result of a new actuarial valuation.

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7A) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4.

1 a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)

No

b. If Yes to Item 1a, have there been changes since first interim in OPEB liabilities?

n/a

c. If Yes to Item 1a, have there been changes since first interim in OPEB contributions?

n/a

2 OPEB Liabilities

	First Interim (Form 01CSI, Item S7A)	Second Interim
a. Total OPEB liability		0.00
b. OPEB plan(s) fiduciary net position (if applicable)		0.00
c. Total/Net OPEB liability (Line 2a minus Line 2b)	0.00	0.00

d. Is total OPEB liability based on the district's estimate or an actuarial valuation?

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

--	--

3 OPEB Contributions

a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method

	First Interim (Form 01CSI, Item S7A)	Second Interim
Current Year (2022-23)		
1st Subsequent Year (2023-24)		
2nd Subsequent Year (2024-25)		

b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)

	First Interim (Form 01CSI, Item S7A)	Second Interim
Current Year (2022-23)	0.00	0.00
1st Subsequent Year (2023-24)		
2nd Subsequent Year (2024-25)		

c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

	First Interim (Form 01CSI, Item S7A)	Second Interim
Current Year (2022-23)		
1st Subsequent Year (2023-24)		
2nd Subsequent Year (2024-25)		

d. Number of retirees receiving OPEB benefits

	First Interim (Form 01CSI, Item S7A)	Second Interim
Current Year (2022-23)		
1st Subsequent Year (2023-24)		
2nd Subsequent Year (2024-25)		

4. Comments:



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

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7B) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4.

1 a. 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 1b-4)

Yes

b. If Yes to item 1a, have there been changes since first interim in self-insurance liabilities?

No

c. If Yes to item 1a, have there been changes since first interim in self-insurance contributions?

No

2 Self-Insurance Liabilities

a. Accrued liability for self-insurance programs

b. Unfunded liability for self-insurance programs

	First Interim (Form 01CSI, Item S7B)	Second Interim
a. Accrued liability for self-insurance programs	0.00	0.00
b. Unfunded liability for self-insurance programs	0.00	0.00

3 Self-Insurance Contributions

a. Required contribution (funding) for self-insurance programs

Current Year (2022-23)

1st Subsequent Year (2023-24)

2nd Subsequent Year (2024-25)

	First Interim (Form 01CSI, Item S7B)	Second Interim
Current Year (2022-23)	0.00	0.00
1st Subsequent Year (2023-24)	0.00	0.00
2nd Subsequent Year (2024-25)	0.00	0.00

b. Amount contributed (funded) for self-insurance programs

Current Year (2022-23)

1st Subsequent Year (2023-24)

2nd Subsequent Year (2024-25)

Current Year (2022-23)	0.00	0.00
1st Subsequent Year (2023-24)	0.00	0.00
2nd Subsequent Year (2024-25)	0.00	0.00

4 Comments:

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements that have been ratified since first interim projections, 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, 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: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Certificated Labor Agreements as of the Previous Reporting Period

Yes

Were all certificated labor negotiations settled as of first interim projections?

If Yes, complete number of FTEs, then skip to section S8B.

If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of certificated (non-management) full-time-equivalent (FTE) positions	3.9	3.7	3.7	3.7

1a. Have any salary and benefit negotiations been settled since first interim projections?

n/a

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, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

No

If Yes, complete questions 6 and 7.

Negotiations Settled Since First Interim

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

--

2b. Per Government Code Section 3547.5(b), was the collective bargaining 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 collective bargaining agreement?

n/a

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date: End Date:

5. Salary settlement:

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

Is the cost of salary settlement included in the interim 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

--

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

7. Amount included for any tentative salary schedule increases

--	--	--

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

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

- Are costs of H&W benefit changes included in the interim 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

Certificated (Non-management) Prior Year Settlements Negotiated Since First Interim Projections

Are any new costs negotiated since first interim projections for prior year settlements included in the interim?

--

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

--	--	--

If Yes, explain the nature of the new costs:

--

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

Certificated (Non-management) Step and Column Adjustments

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

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

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

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

Certificated (Non-management) - Other

List other significant contract changes that have occurred since first interim projections 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: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Classified Labor Agreements as of the Previous Reporting Period

Were all classified labor negotiations settled as of first interim projections?

If Yes, complete number of FTEs, then skip to section S8C.

If No, continue with section S8B.

Yes

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of classified (non-management) FTE positions	4.8	4.9	4.9	4.9

1a. Have any salary and benefit negotiations been settled since first interim projections?

n/a

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, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 6 and 7.

No

Negotiations Settled Since First Interim Projections

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

[]

2b. Per Government Code Section 3547.5(b), was the collective bargaining 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 collective bargaining agreement?

n/a

If Yes, date of budget revision board adoption:

[]

4. Period covered by the agreement:

Begin Date:

[]

End Date:

[]

5. Salary settlement:

Current Year
(2022-23)

1st Subsequent Year
(2023-24)

2nd Subsequent Year
(2024-25)

Is the cost of salary settlement included in the interim 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

[]

Current Year
(2022-23)

1st Subsequent Year
(2023-24)

2nd Subsequent Year
(2024-25)

7. Amount included for any tentative salary schedule increases

--	--	--

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

1. Are costs of H&W benefit changes included in the interim 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

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

Classified (Non-management) Prior Year Settlements Negotiated Since First Interim

Are any new costs negotiated since first interim projections for prior year settlements included in the interim?

- If Yes, amount of new costs included in the interim and MYPs
 If Yes, explain the nature of the new costs:

--	--	--

Classified (Non-management) Step and Column Adjustments

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

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

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

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

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

Classified (Non-management) - Other

List other significant contract changes that have occurred since first interim and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):

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

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period

Were all managerial/confidential labor negotiations settled as of first interim projections?

Yes

If Yes or n/a, complete number of FTEs, then skip to S9.
If No, continue with section S8C.

Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of management, supervisor, and confidential FTE positions	1.0	1.0	1.0	1.0

1a. Have any salary and benefit negotiations been settled since first interim projections?

n/a

If Yes, complete question 2.
If No, complete questions 3 and 4.

1b. Are any salary and benefit negotiations still unsettled?

No

If Yes, complete questions 3 and 4.

Negotiations Settled Since First Interim Projections

2. Salary settlement:

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

Is the cost of salary settlement included in the interim 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

[]

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

4. Amount included for any tentative salary schedule increases

--	--	--

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

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

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

Management/Supervisor/Confidential Step and Column Adjustments

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

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

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

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

- Are costs of other benefits included in the interim and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

S9.

Status of Other Funds

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

S9A. Identification of Other Funds with Negative Ending Fund Balances

DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1.

Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?

No

If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2.

If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

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 A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

- | | |
|--|----------------------------------|
| A1. Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No) | <input type="text" value="No"/> |
| A2. Is the system of personnel position control independent from the payroll system? | <input type="text" value="No"/> |
| A3. Is enrollment decreasing in both the prior and current fiscal years? | <input type="text" value="No"/> |
| A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year? | <input type="text" value="No"/> |
| A5. Has the district entered into a bargaining agreement where any of the current 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? | <input type="text" value="No"/> |
| A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees? | <input type="text" value="Yes"/> |
| A7. Is the district's financial system independent of the county office system? | <input type="text" value="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.) | <input type="text" value="No"/> |
| A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months? | <input type="text" value="Yes"/> |

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

Comments:
(optional)

End of School District Second Interim Criteria and Standards Review

Second Interim
Projected Totals
Technical Review Checks
Phase - All
Display - Exceptions Only

Manchester Union Elementary

Mendocino County

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

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

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

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

Second Interim
Original Budget
Technical Review Checks
Phase - All
Display - Exceptions Only

Manchester Union Elementary

Mendocino 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)

Second Interim
Board Approved Operating Budget
Technical Review Checks
Phase - All
Display - Exceptions Only

Manchester Union Elementary

Mendocino County

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

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

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

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

Manchester School

Re: **English Language Curriculum Adoption K-5**

From PK-5 Teachers

We, the Manchester School K-5 teachers, would like to adopt Houghton Mifflin Harcourt (HMH) as our K-5 ELA and ELD curriculum.

Journeys is a comprehensive K-6 English language arts program. It provides an instructional system for reading both literature and informational texts, for acquiring foundational reading skills, and for developing mastery of speaking, listening and writing.

This program includes both ELA and ELD components. It provides a balanced program of nonfiction and fiction paired texts. Each lesson provides practice and instruction in reading, writing, language skills and inquiry. HMH provides phonics readers and high interest trade books in addition to the anthologies and workbooks for each grade level. HMH couples the Journey's program with online resources and support. HMH's Journeys is a complete program that would allow teachers to have the materials and resources needed to instruct and inspire their students.

AGENDA ITEM # 16.0

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Manchester Union Elementary School District	Kristin Larson Balliet, Superintendent/Principal	kballet@muessd.us 707-882-2374

Plan Summary 2021-24/2022-23

AGENDA ITEM # 17.0

General Information

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

We have the unique distinction of being a small, one school district serving the rural community of Manchester with approximately 640 residents that spans 65 square mile Manchester is located on the southern Mendocino coast overlooking the Pacific Ocean. It is approximately three and a half hours north of San Francisco, and two and half hours northwest of Santa Rosa. Residents represent a range of social, economic, and educational backgrounds. Most are employed in agricultural, timber industry, or service-oriented jobs. Their divergent viewpoints are nurtured and accommodated at Manchester School.

There are 3.0 FTE classroom teachers, one part-time support teacher, one part-time resource specialist teacher, a technology coordinator, four instructional assistants, one part-time maintenance worker, a part-time custodian, a business manager, and a superintendent/principal.

On a limited basis, the District employs a speech therapist, counselor, nurse, and psychologist. Manchester is one of California's 200 schools having an enrollment of one hundred or less. The District budget is in excess of \$800,000.

Students are clustered in multi-age, multi-graded groupings of TK-2, 3-5, 6-8. Throughout the day, students participate in flexible groupings depending on skill level or projects. Students are mainstreamed (with limited pullout programs) for resource specialist assistance as well as for speech and language. Manchester's students matriculate to the Point Arena Joint Union High School system.

DIVERSITY: Students and their families are very diverse at Manchester. Our enrollment is at 26 with 34% inter-district transfers. There are Native American, Mexican American, and Euro-American children who attend the school.

FAMILY ATMOSPHERE: The school has a strong family culture where each student matters and staff take time to know them individually. Our small size allows effective communication between adults working with the students on the playground and in the classroom and between the staff and parents. The staff is a cohesive, close group committed professionals who work together as a team.

ACADEMICS: The academic program is strong in basic skills and incorporates the 4 C's of Common Core Learning: Critical Thinking, Communication, Collaboration and Creativity. Reading and math are taught in small ability groupings. There are several whole-school programs as well as projects, music and art incorporated into the curriculum. The school works with the Lions Club on the Spectrum of Reading program which encourages student reading and provides new books to the school library. We also receive a grant from the County Office each year for the Young Author's Fair and several grants from RCEF (Redwood Coast Education Foundation) that enhance classroom instruction.

TECHNOLOGY: Technology is a critical tool in remedying the isolation of the District. All classrooms and the library have access to the Internet. There are computers in each classroom, the library and in the computer lab. TV, VCR, and DVD players remain available. There is a "roaming" LCD projector and 3 teacher laptops. There are 2 video conferencing sites on campus and 2 document cameras. 2 classrooms are also equipped with a short-throw projector.

BEYOND ACADEMICS: In addition to incorporating the 4 C's of Common Core learning we have added a 5th C for "caring" for our School/District. We emphasize inclusion tolerance and respect toward all and focus on self-esteem building and conflict resolution. All students participate daily in the chores of the school including picking up flag picking up playground equipment, composting, etc. Although the District extends over a large area, the school provides a place to gather, a place to be educated and gain culture, and a place to have fun with others.

COVID-19 PANDEMIC

The District plans to begin the 22-23 school year in person with continued COVID-19 protocols, in alignment with recommendations from the state of California and the county of Mendocino.

VISION STATEMENT

The school will provide inspired and enhanced learning in a safe, aesthetic and nurturing environment for all members of the Manchester Community.

MISSION STATEMENT

We strive to create a safe and unique learning environment where all learners are challenged to reach their highest potential, the most up-to-date materials and technology are used, each person's learning modality is taken into consideration, students are given the tools to meet the challenges of any future opportunity that presents itself to them, a love for life-long learning is cultivated, and respect, responsibility, tolerance, diversity and high standards are valued.

BOARD GOALS

- Support quality education that meets state requirements and ensures graduating students have an equal chance of success at the high school of their choice.
 - 1) Every student shall reach adequate academic progress based on State Testing scores, teacher input and individual academic achievement.
 - 2) Every student shall reach technological competency as per the Common Core Standard.
- Maintain Manchester Elementary as a school of excellence with a high priority for multicultural education.
 - 1) District will gather parent/community input on district goals and priorities (CAP Stakeholder meetings).
 - 1) Provide qualified staffing, sufficient and rigorous curriculum.
 - 2) Provide students with ethics and bullying prevention education.
 - 2) Provide students with multicultural experiences and enrichment programs.
- Maintain and improve school facilities.
 - 1) Continue upgrades to, and maintenance of, appearance of grounds and landscaping.
 - 2) Monitor maintenance and improvement of facility.
- Seek new and innovative ways to finance the school.
 - 1) Pursue federal, state and foundation educational grants.
 - 2) Actively recruit donors.
 - 3) Seek funding for technology.

Insert updated Board Goals here.

Manchester Union Elementary School District

Board Goals

Support quality education that meets state requirements and ensures promoting students are prepared for high school and beyond.

1. Every student shall perform proficiently at, or make significant strides toward, grade level standards, based on state testing scores, teacher input, and individual academic achievement.
2. Every student shall demonstrate proficiency with the use of technology as per the Common Core Standards.
3. District will gather parent / community input on district goals and priorities (LCAP Engaged Partner meetings).

Institute and maintain systems to support student academic and social/emotional success for all students.

1. Support teachers and staff in Professional Learning Communities collaboration
2. Support the development of a Multi-Tiered System of Support

Maintain Manchester Elementary School's safe and inclusive climate, as a school of excellence, with a high priority on multicultural education.

1. Provide qualified staffing, and sufficient and rigorous curriculum.
2. Provide students with ethics, social/emotional and bullying prevention instruction.
3. Provide students with multicultural experiences and enrichment programs.

Maintain and improve school facilities.

1. Continue upgrades to, and maintenance of, appearance of grounds and landscaping.
2. Monitor maintenance and improvement of the facility.

Seek new and innovative ways to finance the school.

1. Pursue federal, state, and foundation educational grants.
2. Actively recruit donors.
3. Seek funding for technology.

Reflections: Successes

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

Continuing the 6th-8th teacher position at full-time maintained and increased the level of services for low income, EL and foster youth. Despite the fact that students were recovering from learning loss due to the pandemic, the student population made measurable gains in reading comprehension and math skills, according to benchmark and other local assessments.

The annual parent participation in our local parent survey increased; 60% of parent surveys were returned (9 English and 5 Spanish). Parents indicated satisfaction with the school, particularly with regard to class sizes, teacher quality, and positive student attitudes toward school. Parent participation was maintained at approximately 80% at parent nights (Open House, Math Night, etc...) Maintained 0 expulsion and suspension rates.

Per public input from visitors and personnel from the local High School (to where our students matriculate), our students are generally emotionally intelligent and exhibit a high level of empathy for others, respect for both staff and peers, and the ability to adapt and maneuver within unknown social settings (i.e. transferring to much larger class populations at the High School level and continue to maintain high academic achievement and involvement in school government, extra-curricular activities and sports).

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 data was analyzed monthly throughout 21-22, and education of the parents and community, regarding attendance concerns, was assisted and supported by community organizations. Attendance will continue to be the priority focus of the school/district.

Improving opportunities for community involvement, extra activities, and additional access to new technology were areas identified as next steps, via the school's annual parent survey.

Increasing students' proficiency in Math will continue to be an area of classroom focus, and a support teacher will continue to support students in ELA as well. Student progress in both of these academic areas will be monitored through local benchmark assessments and teachers will discuss successes and next steps through their Professional Learning Communities conversations and planning days. continue to be involved in trainings to enhance teaching practices, both in-person and on-line, in both Math and Language Arts.

LCAP Highlights

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

During the 2021-24 school years, we will be focused on the following areas:

- Improving attendance
- Increasing student achievement, especially in math
- Increasing parent participation and involvement

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.

Manchester Elementary School

Support for Identified Schools

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

A CSI plan has been developed for our one-school district. The LCAP is written with support of the CSI in the forefront: student attendance is the priority.

A needs assessment was made through parent surveys and incorporating the concerns of direct service providers: teachers, instructional aides, administrators, and other school personnel. Teachers engaged with their students over the course of the year in discussing their areas of interest and areas of academic need as well.

Due to the COVID-19 pandemic's shelter in place orders and subsequent closure of the school to in-person classes, many of the activities planned were not fully incorporated during the 2019-20 and 2020-21 school years. During the last third of the 2020-21 school year and throughout 2021-22, a counseling program was put in place; this will continue to be funded through the CSI grant.

Staff will continue to attend workshops and trainings to build the capacity of the teachers, aides and other staff to support students in attending school regularly. Professional Development will be focused on instructional practices that includes implicit and explicit teaching of social/emotional learning skills greater use of visuals in explanations, concept mapping, frequent feedback, projects designed to incorporate student interests, and classroom discussion to help students get a better understanding of texts.

Monitoring and Evaluating Effectiveness

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

Attendance data will continue to be analyzed to determine areas of focus in which to make improvements. A concerted effort will be made to engage students and parents about the importance of daily attendance, recognizing good and improved attendance, providing personalized early outreach, monitoring attendance data and practice, and developing a programmatic response to barriers. Implementation of new teaching strategies and the increased counseling program will be reviewed and monitored to determine their effectiveness.

Engaging Educational Partners

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

Plans discussed: LCAP, CSI, District Wellness Plan, Comprehensive School Safety Plan, SPSA (in lieu of LCAP during 2020-21 distance learning).

Staff, including the teacher's bargaining unit (MUTA) and admin. routinely discussed the needs and plans of the school during meetings every other Wed. during the school year. Students' views and feedback were actively solicited. SELPA was consulted during the course of the year.

The Site Council (which is also the Wellness Committee, the District Advisory Committee and the Parent Advisory Committee) discussed various plans on September 28, 2021, December 7, 2021, January 25, 2022, March 22, 2022, April 26, 2022, and May 24, 2022.

Parents and community members were invited to attend LCAP Educational Partners meetings on January 25, 2022 and June 1, 2022.

Board members discussed LCAP plans at their Board meetings on October 5, 2021, December 14, 2021, February 8, 2022, March 8, 2022, and June 14, 2022.

A summary of the feedback provided by specific educational partners.

Community partners requested increased community involvement, additional "extra activities," and access to technology.

Staff requested continued access to trainings provided by Mendocino county and other outside entities, in addition to the staff development regularly provided at the start of school and throughout the bi-monthly staff meetings. Staff also expressed desire to improve facilities, particularly with regard to the playground, its structures, and the nature area behind the field.

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

Counseling to support emotional health and wellness for student success, and field trips to provide firsthand experience, to stimulate interest and motivation in science, and to add relevance of learning and interrelationships of academic concepts, to strengthen observation and perception skills, and to promote personal (social) development were included as items in the LCAP, and are to be funded through CSI. Increased staff development days and attending webinars are included in the LCAP to be funded through CSI. The purpose of these staff development days and webinars is to learn about, discuss and practice evidenced based teaching practices such as (e.g.), beginning lessons with short reviews of previous learning, presenting new material in small amounts and assisting students as they practice the material, and employing mastery learning techniques, providing scaffolds for difficult material, frequent checking for understanding, teaching strategies and not just content, and many other strategies.

Goals and Actions

Goal

Goal #	Description
1	All students will attend school regularly.

An explanation of why the LEA has developed this goal.

Students attending school on a regular basis increases their ability to succeed in school and in life.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Attendance rate	94.10%	92.95% As of 6/3/22			96.00%
# of Chronically-absent students	6	6 As of 6/3/22	Change metric to % for more accurate year-to-year comparissons		2

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
# of focus students who increased attendance	5 of 7	1 6 of 7 focus students left the district in June of 2021	Not required. Report on this for 22-23, then remove for 23-24 to focus on all students		7 of 7
# of students receiving semester attendance awards	6 – Perfect 20- Excellent (1-8 ab)	Semester 1: 15 excellent, 1 perfect Semester 2: 8 excellent, 3 perfect	Not required. Consider removing to maximize time on high impact work.		10 – Perfect 25- Excellent (1-8 ab)
Middle school dropout rate	0	0			0
Suspension and expulsion rate	0	0			0

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance accounting & tracking	Attendance reports compiled and reported	\$1,187	N
2	Admin/Parent Communication and Attendance monitoring	Inform parents on attendance requirements and the benefits of regular attendance, send truancy/ attendance letters, update student handbook. Track attendance and analyze trends monthly (include special school spirit activity days).	\$2,225	Y
3	Admin/Student Leadership	Admin, staff, and student leadership to provide school spirit days and school wide projects.	\$1483	Y
4	Counseling	Counseling services to support student social-emotional health	\$1,400	Y
5	Staff Development	Teacher training and in-service for new teaching strategies (NGSS, CCSS strategies, Outdoor Ed, on-line learning, etc.)	\$25,303 (CSI)	Y
6	Improved Communication	Improved home-to-school communication: Website, weekly newsletter, phone app	\$4000 (CSI)	Y
7	Instructional Support	Teacher/student materials, classroom equipment, garden supplies, and field trips.	\$46,299 (CSI)	Y

Action #	Title	Description	Total Funds	Contributing
8	Facility improvements	Continued installation and maintenance of generator on water pump to ensure school can remain open during PSPS events or power outages. Completed. Consider adding upgrades to playground here.	\$1000	Y
9	School Nurse	Nurse to provide health education including lessons specifically targeted to keeping students healthy.	\$0	Y
10	Student Handbook	Update and/or translation of student handbook	\$0	Y

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.

For 2022-23, Goal 1a was eliminated, due to the fact distance learning was not required throughout 2021-22 and in anticipation of in-person instruction continuing throughout 2022-23. In the event distance learning is required, Goal 1 adequately addresses attendance and would be amended as needed.

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.

N/A

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

Specifics are under "Measuring and Reporting Results" below.

Analysis of monthly attendance trends was maintained and will be improved through improved record-keeping procedures and additional parent outreach in 2022-23. Admin/Student Leadership resulted in successful student-led projects. Counseling services were expanded. Communication was improved through increased weekly newsletters to parents (starting in April 2022) and through increasing information available through the school website. Purchased materials supported classroom instruction, the enhanced school garden program, and field trips. The generator on the water pump was purchased, the school nurse conducted vision and hearing screening, in addition to being available for consult, and the student handbook was added to the website (in both English and Spanish).

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

N/A

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.

Goal

Goal #	Description
2	Students will have access to a Common Core based, K-8 articulated academic program that is rigorous, relevant, developmentally appropriate and focused on students' needs.

An explanation of why the LEA has developed this goal.

This goal focuses the curriculum, with the underscored points of "developmentally appropriate" and "student needs."

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
# of Teachers correctly assigned	100%	100%	Change to % for accuracy of measure.		100%
FIT rating	96%	98.75% GOOD			98%
# Students scoring healthy on PFT	60%	100% participated %healthy was not required for 2021-22	Change to % for accuracy of measure.		80%
# RCEF grants received	3	5	Not required. Report in 22-23, eliminate in 23-34		5
# Students participating in local Science Fair	18	0 Math Night and Whole-School Science-based days instead	Not required/may not meet current objectives. Report in 22-23, eliminate in 23-24		25
# Teachers who attended workshops	3	4	Not required. Report in 22-23, eliminate in 23-34		5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Consider adding for 23-24: PLC practices for identification of student needs</p> <p>Multi-Tiered Systems of Support (MTSS)</p> <p>Support Teacher (under MTSS)</p> <p>Teachers trained and assessed on their ability to sufficiently enabling low income and EL students in gaining academic content knowledge and English language proficiency by accessing the CC and ELD Standards</p>					
	4	4			4
Action #	Title	Description	Total Funds	Contributing	
1	Highly qualified teachers	Highly qualified teachers, using core instructional materials, will implement the new Common Core State Standards (CCSS).	\$251,672	Y	
2	Specialized Instructional Aide Verbiage unclear. Consider adjusting this to "Instructional Assistant for MTSS" for 23-24	This is handled under "metrics" and should be removed here. Additional instructional support for unduplicated and other at-risk students as indicated through local benchmark assessments and other relevant data	\$0	Y	

Action #	Title	Description	Total Funds	Contributing
3	Staff Development	Staff dev. Days provided: up to 5 in each academic year and summer workshops. Provide teacher training: e.g. NGSS, PBL, UDL, CCSS, and the use of technology as teaching tool via various on-line academic programs	\$0	Y
4	Curriculum	Purchase textbooks / instructional materials aligned with CCSS	\$56,299(CS 1)	Y
5	Technology	Purchase updated technology hardware and software to support CCSS. Verbiage outdated. Consider "Purchase technology resources to support student access to the CCSS."	\$20,000(CS 1) + MSAA donation	Y
6	Staff	Continue to hire 6 th -8 th teacher	\$0	Y
7	Physical Fitness Testing	5 th and 7 th grades to take PFT (Physical Fitness Test) Not required here. Consider removing to streamline.	\$625	Y
8	Family Night	Use a 3-year rotation to host a Family Night: (Math Night in 2021-22, Literature Night in 2022-23 and Science Night in 2023-24)	\$400	Y

Goal Analysis for 2021-2022

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.

For 2022-23, Goal 2a was eliminated, due to the fact distance learning was not required throughout 2021-22 and in anticipation of in-person instruction continuing throughout 2022-23. In the event distance learning is required, Goal 2 adequately addresses the quality of the academic program and would be amended as needed.

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.

N/A

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

Please see metrics section for this information.

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

N/A

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.

Goal

Goal #	Description
3	Safe and Healthy Environment

An explanation of why the LEA has developed this goal.

School environment affects students' ability to learn.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
# Staff sick days	2021-22 school year	3 (As of mid-year update)	Metric not required. Consider removing or reporting "per person" average for 22-23		<5 per person
# Student sick days	2021-22 school year	96 (As of mid-year update)	Metric does not provide clear information. Consider using % of students chronically absent and not chronically absent? Consider changing metric to %		<8 per student
# Students accessing mental health services	2021-22 school year	27			>5
# Days and hours generator used	2021-22 school year	0			2 days / 15 hours

Action #	Title	Description	Total Funds	Contributing
1	School Nurse	School Nurse to provide health education services and access to COVID testing/services as required Add Health and Wellness instruction	\$0	Y

Action #	Title	Description	Total Funds	Contributing
2	PPE	Continue to provide PPE for staff and students: e.g. masks, gloves, outdoor handwashing stations, indoor automatic soap and sanitizer dispensers, social distancing decals on floors, daily health check protocols Protocols have changed. Adjust actions.	\$1000 (ESSER III)	Y
3	Staff	Teachers provide daily social-emotional actions that boost energy and immune systems.	\$0	Y
4	Parent Support	Keenan webinars to be made available to parents and staff as warranted.	\$0	Y
5	SELPA	SELPA to provide support through: Behavior specialist and/or program specialist, assist school in navigating agencies and community services, and provide professional development and parent trainings as needed.	\$0	Y
6	Facility	Ensure proper ventilation (windows) and air filtering inside all buildings	\$0 (ESSER III)	Y
7	Facility	Continue installation and maintenance of generator on water pump to ensure access to water during PSPS events or power outages due to storms. Completed. Consider removing.	\$0	Y

Goal Analysis for 2021-2022

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.

N/A

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.

N/A

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

Please see metrics section.

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.

N/A

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.

Goal

Goal #	Description
4	Increase the number of students who are proficient in English Language Arts and Math.

An explanation of why the LEA has developed this goal.

Students who are proficient in language arts and math have success in other curriculum areas also.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
# Students scoring proficient on ELPAC	57%	Data pending (6/18/22)	Metric unclear. Proficient in English or academics? Refine or eliminate.		65%
# Students reclassified as FEP	3	0			4
# CAASPP scores	<50% scoring at Standard met	ELA: 26.66% Math 25.00%			50% scoring at Standard met
# Students receiving semester awards for Honor Roll and Principal's List	33% Honor Roll 33% Principal's List	Semester 1 - Honor Roll: 1 Semester 2 - Honor Roll: 1	Awards have changed. Adjust metrics?		45% Honor Roll 45% Principal's List

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
# Students participating in Author's Tea	31 (100%)	26 (100%)	Not relevant to the goal. Consider eliminating for 23-24.		Total # students enrolled
# Students participating in Poetry workshops	31 (100%)	26 (100%)	Not relevant to the goal. Consider eliminating for 23-24.		Total # students enrolled
# Students using ReadLive who meet the proficiency goals set by their teacher.	0	17 as of Jan. 2022 End of year data pending - 11 reached Level 7 (top level)	Change to percentage? Not relevant to the goal. Consider eliminating for 23-24.		100%
			Change to percentage?		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Local indicators will measure and report on the extent to which pupils have access to and are enrolled in a broad course of study, including: A. Programs and services developed and provided to low income, English learner and foster youth pupils; and B. Programs and services developed and provided to students with disabilities.	Unknown This metric was added after the 2021-22 mid-year update	Year 1 will serve as Baseline when data is available Benchmark Data pending (6/18/22) 2021-22 QRI scores indicate growth for 100% of students in reading	Insert data from At-Risk meetings and MTSS here		

Actions

Action #	Title	Description	Total Funds	Contributing
1	Support Staff	For All Students (while first considering unduplicated students): Provide extra support and instruction for students in ELA (English Language Arts) and Math through additional support teacher and instructional aides and volunteer tutors, as indicated by local benchmark and other assessment data.	\$1,735	Y
2	Volunteers	Focus on early interventions Pre-K/TK, as well as any other student who demonstrates need through local benchmark and other assessment data.	\$0	Y
3	Staff	Continue to hire full-time teacher for 6 th -8 th grades	\$0	Y

Action #	Title	Description	Total Funds	Contributing
4	Peer Tutoring	Cross age tutors provided through Reading and Math "buddies"	\$0	Y
5	Whole school event	Continue Young Author's Fair/Author's Tea to encourage writing	\$150 (MCOE grant)	Y
6	Curriculum	Continue to provide poetry writing workshops	\$500 (not in budget-donation)	Y
7	Technology	Continue to use current, and continue to find new, online educational tools for all subjects as appropriate for each age group.	TBD – MSAA donation	Y
8	Curriculum	Continue training / program purchase of CCSS and NGSS - aligned curriculum, including digital curriculum, as appropriate.	\$0.00	Y

Goal Analysis for 2021-2022

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.

N/A

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.

N/A

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

Employing a full-time 6th-8th teacher allows additional adult support to more effectively meet the needs of unduplicated (and other) students. Cross-age tutoring, whole school events, and access to technology and additional curricular resources allow the school to more effectively meet the needs of unduplicated (and other) students.

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

To consider in 22-23: change “#” metrics to percentages for greater specificity in reporting on progress.

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.

Goal

Goal #	Description
5	Increase opportunities to access technology.

An explanation of why the LEA has developed this goal.

Students who have access to technology can widen their scope of support tools and information.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
# 6 th -8 th Students utilizing tech for math support daily	9	100% utilize tech for math support regularly, as appropriate (not daily) 9	Metric not academically appropriate. Consider adjusting.		Total # students enrolled in 6 th -8 th
# Students accessing the computer lab after school	5-10	9	Metric not relevant at this time. After school was not available to "all students," due to transportation challenges and has been discontinued.		8-10
# days Classroom uses lab	20 days/room (yearly)	K-2: 8 days (monthly) 3-5: 16-20 days (monthly) 6-8: 16-20 days (monthly) The lab is used every school day by multiple groups of students.	Consider adjusting metric to reinforce use of tech for academic purposes.		30 days/room (yearly)
# K-5 Students using tech device for skills practice, research and word processing	10	26 (100%)	Consider eliminating for 23-24. See above.		Total # students enrolled in K-5
# 6 th -8 th students using devices for research	9	6 (100%)	Consider eliminating for 23-24. See above.		Total # students enrolled in 6 th -8 th

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
# Students using computer lab weekly	2021-22 school year	24 (100% 1st-8th)	Consider eliminating for 23-24. See above.		Total # students enrolled
Devices, programs and services used as support tools, especially for all students with disabilities and EL students.	20%	100%			100%
Local indicators will measure and report on the extent to which pupils have access to and are enrolled in a broad course of study, including: A. Programs and services developed and provided to low income, English learner and foster youth pupils; and Programs and services developed and provided to students with disabilities.		Year 1 will serve as Baseline when data is available Benchmark Data pending (6/18/22) QRI scores indicate growth for 100% of students in reading			

Action #	Title	Description	Total Funds	Contributing
1	Technology Coordinator	Continue to employ technology coordinator to assist teachers with integrating technology into the curriculum and to provide teacher training and support, and student and family support. (.625 FTE)	\$52,052	Y

Action #	Title	Description	Total Funds	Contributing
2	Testing, Instruction	<ul style="list-style-type: none"> Use Computer Lab for required testing as well as class instruction on basic computer literacy, internet safety and privacy, keyboarding, word processing, coding, and research. Amend action to meet current practices, esp. purposeful use of technology for building of academic skills within classrooms and through collaboration between tech & teachers 	N/A	Y
3	Technology	<ul style="list-style-type: none"> Provide appropriate device to each student to supplement in-class work as well as use at home when appropriate (e.g., homework, distance learning during pandemic, absence during illness, teacher/parent communication, etc.) Purchase and maintain devices as needed. 	\$0	Y
4	Volunteers	<ul style="list-style-type: none"> Develop community partnerships to provide technology classes for parents. 	\$0	Y
5	Parent & Student outreach	<ul style="list-style-type: none"> School-wide email addresses and access to Google platform, use of Apptegy application and website to facilitate school to home communication (part of tech coordinator position) 	\$0	Y
6	Community Support	<ul style="list-style-type: none"> MHA, CCC and other community support organizations to assist with internet installation and monthly fees as funds allow 	\$0	Y

Goal Analysis for 2021-2022

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.

For 2022-23, Goal 5a was eliminated, due to the fact distance learning was not required throughout 2021-22 and in anticipation of in-person instruction continuing throughout 2022-23. In the event distance learning is required, Goal 5 adequately addresses increasing access to technology.

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.

N/A

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

N/A

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

To be considered in 22-23: Refine wording around # of days classroom uses lab to include specifics (per month) and a percentage, rather than number, of days for greater specificity in reporting.

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.

Goal

Goal #	Description
6	Our school culture will promote understanding, tolerance, diversity, and acceptance of ourselves and others.

An explanation of why the LEA has developed this goal.

Students who have these qualities will have better relationships and higher self-esteem, allowing them to focus on their learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
# Students receiving semester awards for Citizenship	10	8	Change to %		15
# School wide projects	9	10	Amend to better fit goal. i.e. Students reporting favorably on student surveys?		12

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Implementation of explicit and implicit SEL curriculum to increase students' feelings of safety and success with a consequent increase of at least 5% in their standardized scores beyond their past average improvement.	0%	Data in progress (6-18-22)			11%>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff	Teachers provide "Culture Days", embed arts and crafts into curriculum, use 2 nd Step curriculum, and social emotional lessons and actions that boost energy and immune systems.	\$0	Y
2	Curriculum and Counseling	Counselor to provide violence/bullying prevention program and support for student re-entry to in-person classes.	\$0	Y
3	Admin & Student leadership	Admin and Student Leaders to provide school spirit days.	\$0	Y

Goal Analysis for 2021-2022

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.

For 2022-23, Goal 6a was eliminated, due to the fact distance learning was not required throughout 2021-22 and in anticipation of in-person instruction continuing throughout 2022-23. In the event distance learning is required, Goal 6 adequately addresses understanding, tolerance, diversity, and acceptance of ourselves and others.

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.

N/A

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

N/A

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

To be considered in 22-23: Refine wording around # of students receiving semester awards for Citizenship to include % of students for greater specificity in reporting and more accurate year-to-year comparisons.

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.

Goal #	Description
7	Improve student academic skills and enrichment through parent and community involvement, including parents of unduplicated students, and students with special needs.

An explanation of why the LEA has developed this goal.

To emphasize the importance of parent and community involvement in education: "It takes a village to raise a child."

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
% Parents at BTSN	88%	Held virtually Approx. 80%			90%
% Parents at Winter Fair	72%	100% of K-2 parents A majority of 6-8 parents			80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
% Parents and students at Family Night	42% (2018-19 as none held in 20219-20 or 2020-21)	Approximately 80%			70%
# Enrichment classes offered	4	Data pending - Various enrichment projects in the computer lab after school	Not clearly defined nor required. Consider eliminating for 23-24.		6
# Students participating in Spectrum of Reading	20	19	Not required. Change to % for year-to-year comparisons.		30
# Participants at Career Day	2021-22 school year	0 Career Day did not happen in 2021-22	Not required. Consider eliminating for flexibility of programming.		6 on site or visit to Arena Career Fair
# Tutors	6	2	Not clearly defined nor required. Consider eliminating for 23-24.		10
# Volunteer Classroom assistants/tutors	13 (2018-19)	Data unavailable Limited, due to COVID19 protocols			15
# Field Trips taken	10	10	Not required. Consider eliminating for flexibility and increased time spent on improving programming.		15
# School assemblies	3	2	Not required. Consider eliminating for flexibility and increased time spent on improving programming.		5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
% of Parents who completed Parent Survey	58% (2020-21)	60%			75%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Participation	Parents participate in School Events, for example: Back to School Night, Winter Fair, Family Night, and Open House.	\$0	Y
2	Volunteers	Recruit volunteer presenters for Career day or attend Arena Elementary Career Day	\$0	Y
3	Volunteers	Recruit volunteer tutors for academic support	\$0	Y
4	Field Trips	Provide for assemblies and field trips: e.g. Westminster Woods Ropes Course, Fort Ross Day Trip, Academy of Sciences, B Bryan Preserve, Noyo Center for Marine Mammals	\$10,000 (CSI)	Y
5	Technology	Apptegy App and Website	\$0	Y
6	Technology	Provide appropriate device to each student to supplement in-class work as well as use at home when appropriate (e.g., homework, distance learning during pandemic, absence during illness, teacher/parent communication, etc.)	\$0	Y
7	Community Support	Collaborate with MHA, CCC, EduAct, Action Network, Food Bank, Project Santa etc. to provide support to students and families	\$0	Y
8	Parent Communication	Continue to support parental involvement with student learning through keeping parents informed via internet apps: Zoom, Google classroom, Website, School app, etc.	\$0	Y

Goal Analysis for 2021-2022

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.

N/A

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.

N/A

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

The actions in this goal were impacted by COVID19 protocols. Nonetheless, parent participation remained strong. Communication was enhanced through use of Apptegy App and the Website, as well as weekly newsletters for staff and families. Staff was successful in planning an increased number of field trips to enhance the academic program.

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

N/A

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 for 2022-23

Projected LCFF Supplemental and/or Concentration Grants \$44,934	Projected Additional LCFF Concentration Grant (15 percent) \$1,066
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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
12.71%	0%	\$0	12.71%

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.

As a Community Funded (Basic Aid) School District, Manchester Union Elementary School District will not be receiving any additional funds to serve low income, English Learner, or Foster Youth pupils. Beyond our core program, the District plans to spend funds on part-time classroom instructional aides who assist each regular classroom teacher and the Special Education teacher with instruction for students demonstrating additional need. This action increases the adult-to-student time available for English Language Development (ELD) instructor for English Learners and systematic intervention for students struggling academically. Unduplicated students will be served first with this additional staffing. MUESD will also use General Education funds to hire a full-time teacher in the 6th-8th grade classroom to reduce the number of students in each classroom and the number of grades taught by a single teacher, allowing each teacher of record greater time and flexibility to support low income, English Learner, and Foster Youth.

Teachers will begin to engage in Professional Learning Communities (PLC) practices. They will analyze student work and engage in data analysis in order to systematically monitor student progress. In this way, teachers and staff will be able to directly address the learning needs of our unduplicated students proactively and with laser focus. Teachers and staff will provide research-based, structured intervention support to those who are at-risk. In providing these intervention supports, unduplicated students will be given priority.

MUESD will also embark on providing newer, more engaging curriculum through the curriculum adoption process, with an emphasis on addressing the needs of English Learners and other unduplicated students in order to close the achievement gap.

After meeting with engaged partners and reviewing quantitative and qualitative data, the District has determined that these actions will provide the greatest opportunity to make a positive impact with regard to the needs of foster youth, English Learners, and low income students.

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

Actions and services within this plan include increased staffing to provide academic support to foster youth, low income, EL, and Special Education students in the District. As noted above, Manchester Union Elementary School District will not be receiving any new money under the Local Control Funding Formula as a Community (Basic Aid) Funded School District. By adding the identified staff within this plan, we are more than meeting the required proportionality percentage. The success of these actions and services for low-income students and EL students will be measured quantitatively and qualitatively. Increasing credentialed staff will result in an increase in access to the core curriculum for all students.

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.

Manchester Union Elementary School District is using Concentration Funding to fund the additional support teacher and classroom aides.

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	4:26 Classroom Aides (all students)
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:26 Support Teacher 4:26 Classroom Teachers & RSP Teacher

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 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 insight 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]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- o 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 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 LCPF, 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 (See 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, school-site-level advisory groups, as applicable (e.g., school-site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions.

Information and resources that support effective 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/rel/cl>.

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 students
- 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 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/fq/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/laa/lf/>.

- **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 school(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 Percentage 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 close 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 LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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 resource 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 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/o 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 LCAI 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 LCFE 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 a 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 unduplicate 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 improverment 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 %)

- o 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)
 - o 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 Percentages of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - o 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)
 - o 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

Educator Effectiveness Block Grant 2021

DKA 1

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Manchester Union Elementary School District	Kristin Larson Balliet Superintendent/Principal	kballiet@muesd.us (707) 882-2374

The Educator Effectiveness Block Grant (EEBG) is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

As a condition of receiving funds for educator effectiveness, LEAs shall develop and adopt a plan for expenditure of funds, which requires the plan to be explained in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school before its adoption in a subsequent meeting. Funds may be expended for the purposes identified in Assembly Bill 130, Chapter 44, Section 22 and Assembly Bill 167, Chapter 252, Section 9 and mentioned below in the "Planned Use of Funds" section. These expenditures may take place over fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. LEAs may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The funding is distributed in an equal amount per unit of full-time equivalent certificated and classified staff as reported in California Longitudinal Pupil Achievement Data and California Basic Educational Data System for the 2020–21 fiscal year. This funding for certificated and classified staff shall not exceed the total certificated staff and classified staff count.

Expenditure Plan

Total Educator Effectiveness Block Grant funds awarded to the LEA
\$21,283.00

The following table provides the LEA's expenditure plan for how it will use EEBG funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The allowable use categories are listed below.

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
<p>1. Coaching, mentoring, and collaboration with staff serving in an instructional setting including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on establishing Professional Learning Communities (PLC) practices that focus on the four questions of PLC, and support for the development of an effective Multi-Tiered System of Intervention (MTSS)</p> <p><u>What do we want students to know?</u> (Standards analysis and deconstruction, establishment of scope and sequence, vertical articulation, etc...)</p> <p><u>How will we know if they know it?</u> Development and maintenance of systems of formative and summative assessment that lead to a closing of the achievement gap and accelerated learning for all</p> <p><u>What will we do if they don't?</u> Development of structured systems of intervention that are data-based and effective in improving learning outcomes</p> <p><u>What will we do if they already know it?</u> Development of structured systems of acceleration and increased rigor for students who achieve beyond grade level expectations</p>	<p>Training and collaboration (including funding for dedicated staff development days) to support:</p> <ol style="list-style-type: none"> 1. Professional Learning Communities Practices 2. Multi-Tiered Systems of Intervention (MTSS) for all students including low income, special education, GATE, Foster/Homeless, and English Learners. 	<p>\$10,000.00</p>

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
<p>2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history social science, science, technology, engineering, mathematics, and computer science.</p>	<p>Funding to support staff in attaining skills, credentials, or certifications (including beginning teacher induction) that address areas of need at Manchester Elementary School, for teachers and staff who can serve all pupil populations with a focus on retaining teachers,</p> <p>Areas of need may include but are not limited to:</p> <ul style="list-style-type: none"> • Teacher credentialing, as needed, on-site • Multi-Tiered Systems of Intervention • Socio-Emotional and/or Behavioral Supports 	<p>\$6,000.00</p>
<p>3. Practices and strategies that reengage pupils and lead to accelerated learning.</p>	<p>Training and collaboration (including funding for staff development and/or release days) on tiered differentiation and targeted support for all students including low income, special education, GATE, Foster/Homeless, EL learners, adjudicated youth.</p>	<p>\$1,283.00</p>
<p>4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.</p>		
<p>5. Practices to create a positive school climate, including, but not limited to, Positive Behavior Intervention Systems (PBIS), restorative justice, training around implicit bias, providing positive behavioral supports, multi-tiered systems of support, supporting the school's culture that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.</p>	<p>Provide social/emotional learning professional development in the following areas to staff increasing their capacity to understand, monitor and positively affect student behavior:</p> <ul style="list-style-type: none"> a) Trauma Informed Practices b) Restorative Practices c) MTSS (Tiers 1,2,3) d) ProACT training 	<p>\$1,000.00</p>

<p>6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.</p>	<p>Professional development and beginning implementation: Universal Design for Learning</p>	<p>\$1,000</p>
<p>7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include designated and integrated Language development within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.</p>	<p>Training and staff development on ELD standards in the following areas in order to increase the capacity of our appropriately credentialed teachers and staff: a) Understanding of and curricular implementation b) Development of core learning objectives/subject/grade and levels of competency</p>	<p>\$2,000</p>
<p>8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).</p>		
<p>9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.</p>		
<p>10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.</p>		
Subtotal		<p>\$21,283</p>

Introduction

A program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

For additional information regarding Educator Effectiveness Block Grant funding please see the web page at <https://www.cde.ca.gov/fq/aa/ca/educatoreffectiveness.asp>.

Purpose and Requirements

As noted in the Introduction, a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness: ● To ensure professional development meets educator and pupil needs, local educational agencies are **encouraged to allow school site and content staff to identify the topic or topics of professional learning**. Professional learning provided pursuant to this section shall do both of the following:

- Be **content focused**, incorporate **active learning**, support **collaboration**, use **models** of effective practice, provide **coaching** and **expert support**, offer **feedback** and **reflection**, and be of **sustained duration**.
- As applicable, be aligned to the **academic content standards** adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Areas that to be considered for funding as outlined in Education Code include:

- (1) **Coaching and mentoring** of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.
- (2) Programs that lead to effective, **standards-aligned instruction** and improve **instruction in literacy** across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
- (3) Practices and strategies that **reengage pupils** and lead to **accelerated learning**.
- (4) Strategies to implement **social-emotional learning**, **trauma-informed practices**, **suicide prevention**, access to **mental health** services, and other approaches that improve pupil well-being.
- (5) Practices to create a **positive school climate**, including, but not limited to, restorative justice, training around implicit bias, providing

- positive behavioral supports, multitiered systems of support, transforming a school's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.
- (6) Strategies to improve **inclusive practices**, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
- (7) Instruction and education to support implementing **effective language acquisition** programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.
- (8) **New professional learning networks** for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c) - see slide 12 for subdivision (c).
- (9) Instruction, education, and strategies to incorporate **ethnic studies** curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.
- (10) Instruction, education, and strategies for certificated and classified educators in **early childhood education, or childhood development**.

Instructions to complete the template:

Total Educator Effectiveness Block Grant funds awarded to the LEA

Provide the total amount of Educator Effectiveness Block Grant funds the LEA is awarded.

Allowable Use of Funds Table

The table is in three parts, **Allowable Use of Funds**, **Planned Use of Funds (Actions)**, and **Planned Expenditures**. Data is only required in the **Planned Use of Funds** and **Planned Expenditures** columns.

(1) Allowable Use of Funds

The LEA must specify the amount of EEBG funds that it intends to use to implement a planned action. This column is prepopulated with the allowable uses of funds. There is no need to input additional information in this column. **(2)**

Planned Use of Funds (Actions)

- Provide a description of the action(s) the LEA will implement using EEBG funds. The description can be brief and/or in list form. Include the group that will receive the professional learning (teachers, administrators, paraprofessionals who work with students and classified staff that interact with students).
- An LEA has the flexibility to include planned use of funds/actions described in one or more areas list under **Allowable Use**

of Funds. It is not required to include actions for every allowable use of funds listed.

(3) Planned Expenditures

Specify the amount of funds the LEA plans to expend to implement the action(s). The amount of funds included in this section should reflect the total funds planned to be expended over the life of the grant.

Fiscal Requirements

As a condition of receiving funds, a school district, COE, charter school, or state special school shall do **both** of the following: • On or before **December 30, 2021**, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be **presented in a public meeting of the governing board** of the school district, county board of education, or governing body of the charter school, **before its adoption in a subsequent public meeting.**

- On or before **September 30, 2026**, report detailed expenditure information to CDE, including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators, or classified staff that received professional development. The CDE shall determine the format for this report.

Funding apportioned pursuant to this section is subject to the annual audits required by Section 41020.

