

COTTONWOOD UNION SCHOOL DISTRICT

20512 West First Street
Cottonwood, CA 96022

AGENDA FOR Tuesday, June 28, 2022, 6:30 P.M.

Regular Board Meeting, West Cottonwood Library

Rules and Procedures

The Cottonwood Union School District Board desires that its meetings be conducted in an open fashion and encourages public participation. Persons attending a meeting who wish to speak concerning an agenda item should notify the Board Chairperson of their desire to speak prior to the start of the meeting and should come forward during the time set aside for public comment and communication. It may be necessary, at times, for the Chairperson to limit discussions due to time considerations.

Arrangements to place an item on the agenda and make a presentation concerning said item must be established with the Superintendent, or any Board Member, at least ten calendar days in advance of the meeting. The request to address the Board shall be submitted in writing and the proposed stated in, or with, the request.

1.0 Call Regular Meeting to Order

2.0 Pledge of Allegiance

3.0 Approval of Agenda

4.0 Recognition (Students, Staff, Curriculum) Curriculum Review

5.0 Public Forum/Hearing of Person Wishing to Address the Board

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures: At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5, Government Code 54954.2) Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board or staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities. (Government Code 54954.2) Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. Comments shall be limited to 3 minutes per person and 20 minutes for all comments, unless different time limits are set by the Chairman subject to the approval of the Board.

6.0 Consent Agenda

6.1 Review of Consent Agenda

6.1.1 Approval of Board Meetings for:

Regular Board Meeting held on **Tuesday, May 17, 2022** (pg 5-10)

6.1.2 Approval to Hire: **Christina Baker** – TK Teacher; **Amber Pitner** – Intervention Teacher at West; **Ashley Studer** – Inst Asst at North.

6.1.4 Accept resignation letter from **Rebecca Bloom** – Cafeteria Assistant, **Teresa Provence** – 6th Grade Teacher, **Maggie Shields** – 1st Grade Teacher, **Sydney Miller**- SDC Instructional Assistant, **Alexandria Matajchich** - SDC Instructional Assistant (pg 11-15)

6.1.3 Approval of the following Contracts:

Shasta County Office of Education- Vehicle Maintenance for 2022/23 (pg 16-21)

Columbia Elementary School District – Assistant Superintendent Services 2022/23 (pg 22)

Shasta County Office of Education - North Cottonwood Preschool Facility Use Agreement 2022/23 - 2026-27 (pg 23-24)

Shasta County Office of Education- Document Tracking Services 2022/2023 (pg 25-26)

6.2 Approval of Consent Agenda

7.0 Discussion/Action items

- 7.1 Consider approval of the Commercial Warrants. (pg.27-47)
- 7.2 Consider approval of Resolution #2022-5, authorizing the Governing Board to transfer budgeted funds from the designated fund balance or the unappropriated fund balance to any expenditure classification or between expenditure classifications for year-end closing. (pg 48)
- 7.3 Public Hearing – Review the Local Control Accountability Plan (LCAP) for 2022-2023, Budget Overview for Parents for the 2022/2023 year. (The plan will be presented for approval to the board on June 29, 2022.) (pg 49-125)
- 7.4 Public Hearing on proposed 2022/2023 District Budgets. (pg 126-256)
(The 2022/2023 District Budget will be presented for approval to the board on June 29, 2022.)
- | | |
|--------------------------------|-------------------------------------------|
| Fund 01 - General Fund | Fund 25 – Capital Facilities Fund |
| Fund 13 - Cafeteria Fund | Fund 51 – Bond Interest & Redemption Fund |
| Fund 17 - Special Reserve Fund | Fund 20 – Retiree Fund |
- Narrative, Summary of Inter-Fund Activities, Attendance Detail, Cash Flow, Multi-Year Projections, Criteria and Standards and Reserve Disclosure are submitted for review and approval.
Cottonwood Creek Charter School 2022/23 Adopted Budget (Information Only) (pg 257-267)
- 7.5 Consider approval of Resolution #2022-6, Regarding the Education Protection Account (EPA) for 2022-2023. (pg 268-270)
- 7.6 Consider approval of Resolution #2022-7, Authorization for 2022/2023 Interfund Temporary Cash Transfers. (pg 271)
- 7.7 Consider approval of Resolution #2022-8, Transfer of Funds from the General Fund to the Special Reserve Fund for Capital Outlay Projects, Fund 40. (pg 272)
- 7.8 Consider approval of Resolution #2022-9, Transfer of Funds from the General Fund to the Cafeteria Fund, Fund 13. (pg 273)
- 7.9 Consider approval of the Annual Declaration of Need for Fully Qualified Educators for the 2022/2023 school year. (pg 274-277)
- 7.10 Consider approval of the AB1200 and Tentative Agreement with the Administration for 2022/23 through 2023/24 (2-year agreement) (pg 278-280)
- 7.11 Consider approval of updated Principal Salary Schedule effective 2022-2023 adding additional steps. (pg 281)
- 7.12 Consider approval of Resolution 2022-10 Northern California Schools Insurance Group (NCSIG) bylaw amendment. (pg 282-283)
- 7.13 Consider approval of ELO Plan. (pg 284-296)
- 7.14 Consider approval of Resolution 2022-11 Ordering Governing Board Election and Specifications of the Election Order. (pg 297)

- 7.15 Consider approval of Resolution 2022-12 Cost of Candidate Statements. (pg 298)
- 7.16 Consider approval of Resolution 2022-13 Procedure in Case of Tie Vote at Governing Board Election. (pg 299)
- 7.17 Consider approval: Board Policies/Administrative Regulations: (pg.300-307)

- AR 5113- Absences and Excuses (pg.300-307)
- AR 5142 – Safety (pg.308-316)
- Exhibit (1) 5145.6 –Parental Notification (pg.317-342)
- BP 6173- Education for Homeless Children (pg.343-351)
- AR 6173 - Education for Homeless Children (pg.352-366)
- Exhibit (1) 6173 - Education for Homeless Children (pg.367-369)
- Exhibit (2) 6173 - Education for Homeless Children (pg.370)
- Board Bylaw 9322 – Agenda/Meeting Materials (pg.371-378)

- 7.18 Consider approval of 2022 List of Surplus Items. (pg.379)

8.0 Informational Items:

- 8.1 CTA Report
- 8.2 Superintendent’s Report
- 8.3 Principal’s Report
 - Report of Local Indicators (pg.380-393)

9.0 Information/Communication Items.

- 9.1. Enrollment Report (pg 394)
- 9.2 Shasta County Pooled Investment Report for May 2022 (pg.395-396)

10.0 Governing Board Discussion and Suggested Agenda Items

11.0 Future Meetings:

- 11.1 Regular Board Meeting, **Wednesday, June 29, 2022, 6:30 p.m.** in the West Cottonwood School Library, 20512 W. First Street, Cottonwood, CA 96022.
- 11.2 Regular Board Meeting, **Tuesday, July 19, 2022, 6:30 p.m.** in the West Cottonwood School Library, 20512 W. First Street, Cottonwood, CA 96022.

12.0 12.0 Closed Session: Adjournment to Closed Session during this meeting to consider and/or take action upon the following items:

- 12.1 Pursuant to Government Code Section 54957
Public Employee / Discipline / Dismissal / Release

Public Notice of Action Taken in Closed Session

13.0 Adjournment

AMERICAN WITH DISABILITIES ACT NOTICE

In compliance with the Americans with Disabilities Act, those requiring special assistance to access the Board of Trustees meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the District Office at (530) 347-3165. Notification at least 48 hours prior to the meeting will enable the District to make

Agenda – June 28, 2022 Regular Board Meeting

reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodation, auxiliary aids or services.

DOCUMENT AVAILABILITY

Documents provided to a majority of the Governing Board regarding an open session item on this agenda, including documents distributed to the board less than 72 hours in advance of a board meeting are available for public inspection at the District office located at 20512 West First Street, Cottonwood, CA 96022 during normal business hours.

NOTE: Copies of the agenda, approved board minutes and board packets may be reviewed/downloaded on the Cottonwood Union School District's website at www.cwusd.com Each month's board packet will be available on the website after 3:00 p.m. on the Friday prior to the Regular Board Meeting.

To review and/or print a board packet:

Go to www.cwusd.com

Click on [Board of Trustees](#) in the right hand column

Click on [Board Meeting Documents](#) in the left hand column, and

Click on [Meeting Agendas, Minutes, or Board Meeting Packets](#) to review or download as you would like.

Cottonwood Union School District

20512 West First Street
Cottonwood, California 96022

Minutes for Tuesday, May 17, 2022

Regular Board Meeting, West Cottonwood School Library

Members Present: Mr. Iles, Mrs. Cordova, Mr. O'Brien, Mrs. McDougall, Mrs. Sulzer

Others Present:

Doug Geren, Superintendent
Terri Wright, Cecile Lamar, Principals
Kara McNeely, Laurel Kalnins, Vice Principals
Laura Merrick, CBO
Amanda McAbel, District Administrative Assistant

Staff and Community: 5 staff members were present

1.0 Call Regular Meeting to Order at 6:32 pm by Mr. Iles

2.0 Pledge of Allegiance led by Mr. Iles

3.0 Approval of Agenda

ACTION: Mrs. Cordova made a motion, seconded by Mrs. McDougall to approve the agenda as presented

VOTE: Unanimous in Favor

4.0 Recognitions (Student, Staff, Curriculum) Curriculum Review-
None at this time

5.0 Public Forum/Hearing of Persons Wishing to Address the Board
None at this time

6.0 Consent Agenda

6.1 Review of Consent Agenda

- 6.1.1 Approval of Board Meeting Minutes for:
Regular Board Meeting held April 19, 2022
Special Board Meeting Held April 29, 2022
- 6.1.2 Accept Letter of Resignation from **Quanah Inman** – Instructional Assistant,
Cori Crofts – Instructional Assistant
- 6.1.3 Consider approval to hire: **Ariel Harris**- Multi Subject Teacher pending
clearance, **Autumn Poole** – School Counselor, **David Lawton** – Bus Driver,
Naomi Buschhaus – Instructional Assistant, **Shinyce Laughlin** -LVN
- 6.1.4 Consider approval of the following contracts:

MOU with Cascade Union Elementary School District for Maintenance of Pupil Transportation Equipment, Inspections, Bus/Transportation Services and Administrative Services 2022/2023

6.2 **Approval of Consent Agenda**

ACTION: Mrs. McDougall made a motion, seconded by Mr. O'Brien to approve the consent agenda

VOTE: Unanimous in Favor

7.0 **Discussion/Action Items**

7.1 **Consider Approval: Commercial Warrants**

ACTION: Mr. O'Brien made a motion, seconded by Mrs. Cordova to approve the commercial warrants

VOTE: Unanimous in Favor

7.2 **Annual Report from Mark Boyle, Director, Cottonwood Creek Charter School**

ACTION: Mr. Boyle gave his yearly update on Cottonwood Creek Charter School

VOTE: No Vote required

7.3 **Consider Approval of Shasta County's Countywide UPK Implementation Plan**

ACTION: Mrs. McDougall made a motion, seconded by Mrs. Cordova to approve Shasta County's Countywide UPK Implementation Plan

VOTE: Unanimous in Favor

7.4 **Consider Approval of Professional Development Training Out of State; per BP 3350**

ACTION: Mrs. Cordova made a motion, seconded by Mrs. Sulzer to approve Professional Development Training Out of State; per BP 3350

VOTE: Unanimous in Favor

7.5 **Public Hearing- Consider adoption of Level 1 Developer Fee Justification Study for District**

ACTION: Mrs. McDougall made a motion seconded by Mr. O'Brien to adopt the Level 1 Developer Fee Justification Study for District

VOTE: Unanimous in Favor

7.6 **Consider Approval of Resolution 2022-4 Increasing School Facilities Fees as Authorized by Government Code Section 65995 (B) 3**

ACTION: Mrs. Cordova made a motion, seconded by Mrs. McDougall to approve Resolution 2022-4 Increasing School Facilities Fees as Authorized by Government Code Section 65995 (B) 3

VOTE: Unanimous in Favor

- 7.7 **Consider approval of the AB1200 and Tentative Agreement with the Cottonwood Teachers Association for 2022/23 through 2023/24 (2-year agreement)**
ACTION: Mrs. Cordova made a motion, seconded by Mrs. McDougall to approve the AB1200 and Tentative Agreement with the Cottonwood Teachers Association for 2022/23 through 2023/24 (2-year agreement)
VOTE: Unanimous in Favor
- 7.8 **Consider approval of the AB1200 and Tentative Agreement with the Cottonwood Teachers Association for 2022/23 through 2023/24 (2-year agreement)**
ACTION: Mrs. Cordova made a motion, seconded by Mrs. McDougall to approve the AB1200 and Tentative Agreement with the Cottonwood Teachers Association for 2022/23 through 2023/24 (2-year agreement)
VOTE: Unanimous in Favor
- 7.9 **Consider approval of the AB1200 and Tentative Agreement with the Administration for 2022/23 through 2023/24 (2-year agreement)**
ACTION: Mrs. Cordova made a motion, seconded by Mrs. Sulzer to table the matter of the AB1200 and Tentative Agreement with the Administration for 2022/23 through 2023/24 (2-year agreement) until further discussion can be had in closed session
VOTE: 2-2 item was tabled
- 7.10 **Consider approval of updated Principal Salary Schedule effective 2022-2023 adding additional steps.**
ACTION: Mrs. Cordova made a motion, seconded by Mrs. Sulzer to table the matter of updated Principal Salary Schedule effective 2022-2023 adding additional steps.
VOTE: Unanimous in Favor
- 7.11 **Consider acceptance of Total Compensation Systems, Inc- Actuarial Study as of June 30, 2021**
ACTION: Mrs. Cordova made a motion, seconded by Mrs. McDougall to accept of Total Compensation Systems, Inc- Actuarial Study as of June 30, 2021
VOTE: Unanimous in Favor
- 7.12 **Consider approval of personnel changes**
- 7.12.1 **Change Part Time Bus Drivers to full time 8 hour positions**
ACTION: Mrs. Cordova made a motion, seconded by Mrs. McDougall to Change Part Time Bus Drivers to full time 8 hour positions
VOTE: Unanimous in Favor
- 7.12.2 **Add 6 additional days to the Custodians Work Calendar**
ACTION: Mrs. McDougall made a motion, seconded by Mr. O'Brien to add 6 additional days to the Custodians Work Calendar
VOTE: Unanimous in Favor

7.12.3 Add 2 Hours/ day to Health Clerk at North

ACTION: Mrs. McDougall made a motion, seconded by Mrs. Cordova to **add 2 Hours/ day to Health Clerk at North**

VOTE: Unanimous in Favor

7.12.4 Add 2 Hours/ day to (2) TK Instructional Assistant at North

ACTION: Mrs. McDougall made a motion, seconded by Mrs. Cordova to **add 2 Hours/ day to (2) TK Instructional Assistant at North**

VOTE: Unanimous in Favor

7.12.5 Add Behavioral Instructional Assistant Position at North

ACTION: Mrs. Cordova made a motion, seconded by Mrs. McDougall to add Behavioral Instructional Assistant Position at North

VOTE: Unanimous in Favor

A short break was taken at 07:35 pm and resumed at 07:41pm

7.13 Consider Approval of COVID extra duty stipend

ACTION: Mrs. Sulzer made a motion, seconded by Mrs. McDougall to approve a COVID extra duty stipend for extra duties related to COVID which include, COVID testing of staff, Independent study calculations, payroll and tracking of COVID leave, COVID reporting, statistics and other administrative duties pertaining to COVID. in the amount of \$2,000 for office staff at both North and West, District office staff, Principals, Vice Principal at West and \$1,000 for health clerk at North for a total of \$25,000

VOTE: Unanimous in Favor

7.14 Consider Updating Board Policy Titles

Board Policy	Old Title	New Title
6164.11	Instruction	Alcohol and other Drugs
6180	Instruction	Evaluation of the Instructional Program

ACTION: Mr. O'Brien made a motion, seconded by Mrs. McDougall to update Board Policy Titles as listed

VOTE: Unanimous in Favor

7.15 Consider Updating Board Policy Numbers

Old BP Number	New BP Number	Title
1140	1140.1	Responsibility Of The Governing Board
1251	1251.1	Loitering Or Causing Disturbance
1314	1313.3	Solicitation Of Funds And Distribution Of Materials By School Personnel
1325.1	1325.5	Commercials
1410	1410.1	Local Agencies
3556	3557	Nutrition Services Meal Charge Policy

5140	5140.1	Welfare
7220	7150	Site Selection And Development
Old AR Number	New AR Number	Title
4161.61-R(1)	4161.65	Maternity/Adoptive/Child Care Leave
4261.61-R(1)	4261.65	Maternity/Adoptive/Child Care Leave
4361.61-R(1)	4361.65	Maternity/Adoptive/Child Care Leave
5115-R(1)	5114	Attendance Records; Registers
7220-R(1)	7150	Site Selection And Development

ACTION: Mrs. McDougall made a motion, seconded by Mrs. Cordova to update Board Policy Numbers as listed

VOTE: Unanimous in Favor

7.16 Consider Policy Deletion of Board Policies

BP/AR 420.1 School- Based Program Coordination

BP 3111 Deferred Maintenance Funds

BP/AR 4112.24 Teacher Qualifications Under the No Child Left Behind Act

BP 4119 Rights, Responsibilities and Duties

BP 4253 Overtime Pay/ Compensatory Time Off

BP 6113 Instruction

ACTION: Mrs. McDougall made a motion, seconded by Mrs. Cordova to Delete Board Policies as listed

VOTE: Unanimous in Favor

7.17 Consider approval: Board Policies/ Administrative Regulations/ Bylaws-

BP 4030 Nondiscrimination in Employment

E (1) 4112.9 Employee Notifications

E (1) 4212.9 Employee Notifications

E (1) 4312.9 Employee Notifications

BP 4141.6 Concerted Action Work Stoppage

BP 4241.6 Concerted Action Work Stoppage

AR 4141.6 Concerted Action Work Stoppage

AR 4241.6 Concerted Action Work Stoppage

BP 5111 Admission

ACTION: Mrs. McDougall made a motion, seconded by Mrs. Cordova to approve Board Policies as listed

VOTE: Unanimous in Favor

8.0 Informational Items-

8.1 CTA Report – Mrs. Barber reported that CTA Negotiations are complete and all CTA members are happy with the results. Mrs. Barber mentioned teachers are needing assistance with difficult students that are having blow outs and causing a disruption causing other students to become off task.

- 8.2 Superintendent's Report – Mr. Geren gave a brief update on the solar project, announced that the districts new van was delivered, updated the status and plan on the lower restrooms and mentioned the possibility of an E.R.I. K's classroom being made on campus for the JPA.
- 8.3 Principal's Report – Mrs. LaMar provided the board with a handout outlining student achievement, elective/enrichment/extra-curricular/community involvement, facilities and Maintenance and current enrollment updates.
Mrs. Wright provided the board with a handout outlining updates for professional development, electives/enrichment/community involvement, facility and maintenance, current enrollment

9.0 Information/Communication Items

- 9.1 Enrollment Report
- 9.2 Shasta County Pooled Investment Report for April 2022
- 9.3 2022/23 School Calendar update – additional classified staff day added
- 9.4 Letter from De'An Chambless, SCOE, regarding the Second Interim Report

10.0 Governing Board Discussion and Suggested Agenda Items:

None at this time

11.0 Future Meetings:

- 11.1 Regular Board Meeting, **Tuesday, June 28, 2022, 6:30 p.m.** in the West Cottonwood School Library, 20512 W. First Street, Cottonwood, CA 96022
- 11.2 Regular Board Meeting, **Wednesday, June 29, 2022, 6:30 p.m.** in the West Cottonwood School Library, 20512 w. First Street, Cottonwood, CA 96022.

12.0 Closed Session: Adjournment to Closed Session at 8:12 pm to consider and/or take action upon the following items:

- 12.1 Pursuant to Government Code section 54957
Public Employee / Discipline / Dismissal / Release

13.0 Adjournment- the meeting adjourned at 09:24 pm

Matt Iles, President

Heather Sulzer, Clerk

Kim Cordova, Member

Deidre McDougall, Member

James O'Brien, Member

To Whom it may concern,

On May 26 th 2022 I will be resigning my position as cafeteria assistant. I want to thank you for this opportunity

Becky Bloom

May23, 2022

Dear Mr. Geren,

Please accept this letter as a notice of my resignation from my position at West Cottonwood School as of June 30, 2022. I have been offered a job at Cottonwood Creek Charter School teaching 6th, 7th and 8th grade ELA - which I love! With my husband involved in ACSA and being as busy as he is, I also like the Charter school's hybrid model which allows me to travel with Jason when he does. Lastly and most importantly, my sister and I always said that we would someday work at the same school. Not only will I be with my sister, I will be with my sweet friend and teaching partner from Redding Christian School as she teaches there, too!

Thank you for all of the opportunities you have given me. I learned so much being on different committees and learning a great deal about PLC's. It has been a pleasure working with all of the administrators, curriculum advisors, and district office over the past four years. I am so blessed to have made friends here at West that I will have for a lifetime.

Doug, you have been approachable, kind and have shown appreciation towards me. Thank you! You also extended your heart with helping with the feral cats on campus. We have helped maybe 8-10 cats and I found loving homes for the kittens on campus. Double Thank YOU!

The ladies in the district office have been an absolute joy. I have enjoyed walking in on a regular basis to see thier happy smiles and take in their words of encouragement. I am glad that I get to contine to see them working within the district.

Terri, from the first time I met her, was a sweetheart. She is approacable... always, friendly.. always and has leadership qualities that I admire. I always wonder why God brought me to West Cottonwood, I often think it was for Terri.

There are many not mentioned, but I will miss greatly and have appreciated being on campus daily with some remarkable people. Like I said, I won't be far away.

Thank you again for all that you have done. I wish nothing but the best for the District.

Teresa Provence

Maggie Shields

mshields@cwusd.com

05/24/22

Doug Geren
Superintendent
Cottonwood Union School District
20512 1st Street
Cottonwood, CA 96022

Dear Mr. Geren,

Please accept my resignation from my position as a 1st Grade Teacher at North. My last day will be June 30th, 2022 or final contract day of the 2021-22 school year.

Teaching at North has been a wonderful opportunity and has provided me with many valuable professional relationships.

Please let me know if I can do anything to make the transition easier.

Sincerely,

A handwritten signature in black ink that reads "Maggie Shields". The signature is written in a cursive, flowing style.

Maggie Shields

June 9, 2022

Doug Geren, Superintendent
Cecile Lamar, Principal
North Cottonwood School
19920 Gas Point Rd.
Cottonwood, CA 96022

Dear Doug Geren and Cecile Lamar,

I am writing to inform you of my decision to resign from my position as an SDC Paraprofessional with CWUSD effective at the end of this 2021-2022 school year.

I have given this decision a lot of thought and it's been very difficult. During my many years working as a Paraprofessional I have learned a lot and made many lifetime friends with coworkers and families. I have decided that it is time for me to move on.

Thank you for giving me the opportunity to be a part of the CWUSD team.

Sincerely,

A handwritten signature in cursive script, appearing to read "Sydney Miller".

Sydney Miller

Alexandria Matajcich

21767 Los Altos Dr.

Palo Cedro, CA 96073

June 7, 2022

Cecille Lamar

Principal

Cottonwood Union School District

20512 First St.

Cottonwood, CA 96022

Dear Mrs. Lamar,

Please accept my resignation from my position as Special education teacher's aide at North Cottonwood Elementary School.

It has been a great pleasure working at the school and I have enjoyed working with all of the students. I appreciate the opportunity you have given me working in a new environment, although will be resigning due to my pregnancy.

I wish you all the best next year.

Sincerely yours,

A handwritten signature in blue ink, appearing to read 'Alex' followed by a stylized flourish.

Alexandria Matajcich



SHASTA COUNTY OFFICE OF EDUCATION

To be leaders in educational excellence, offering support to schools and community to ensure Shasta County students receive a quality education preparing them for high school graduation and success in career and college.

Superintendent
Judy Flores

Board of Education
Kathy Barry
Robert Brown
Rhonda Hull
Steve MacFarland
Laura Manuel
Denny Mills
Nick Webb

May 13, 2022

Enclosed you will find the 2022-2023 Vehicle Maintenance Contract and Shared Driver Agreement.

Please mark the Plans and/or the Exhaust After-Treatment Service options you would like to have, sign the Shared Driver Agreement, make copies for your records, and send the originals back.

If you have any questions, please do not hesitate to call (530) 225-0340.

Thank you,

Katy Martin

Director of Transportation

AGREEMENT BETWEEN THE
SHASTA COUNTY OFFICE OF EDUCATION
AND THE
COTTONWOOD UNION SCHOOL DISTRICT
FOR THE
MAINTENANCE OF PUPIL TRANSPORTATION EQUIPMENT
FY 2022-23

This AGREEMENT, made and entered into on this 1st day of July 2022 by and between the COTTONWOOD UNION SCHOOL DISTRICT, with principal offices at 20512 West First Street, Cottonwood, CA 96022, hereinafter referred to as "DISTRICT" and the SHASTA COUNTY OFFICE OF EDUCATION, with principal offices at 1644 Magnolia Avenue, Redding, CA 96001, hereinafter referred to as "COE."

WITNESSETH:

WHEREAS, DISTRICT desires to provide efficient and reliable school bus maintenance service; and,

WHEREAS, COE operates a complete pupil transportation center;

NOW THEREFORE, the DISTRICT and COE agree as follows:

1. LEVEL OF SERVICE

COE agrees to provide school bus maintenance and repair in accordance with the Plan or

Plans chosen and initialed below:

 X **PLAN A – IN-SHOP INSPECTION AND PREVENTIVE**

MAINTENANCE

In-shop inspection and preventive maintenance is agreed to mean

inspection and preventive maintenance performed at COE's

Transportation Center to include:

----Inspection of bus by qualified mechanic each 3,000 miles or 45 days.

----Replacement of all lubricants and fluids.

----Replacement of all filters and belts.

----Replacement of points, plugs, and condensers.

The bus shall be delivered and picked up by the DISTRICT.

X

PLAN B – REPAIR OF SCHOOL BUSES

Repair shall include, but not be limited to, the repair or replacement of engines, wheel bearings, seals, air brake components, brakes, axles, transmissions, body panels, seats, windows, steering components, suspension components, electrical system components, and tires.

X

PLAN C – EMERGENCY ROAD SERVICE

Emergency road service is agreed to mean that COE will respond to calls for road service by sending a qualified mechanic with service truck to aid the disabled vehicle.

X

EXHAUST AFTER-TREATMENT SERVICE

Diesel particulate filter cleaning, D.E.F. (Diesel Emission Fluid), S.C.R. (Selective Catalyst Reduction) service.

II. COE's RESPONSIBILITIES

COE agrees within the terms and conditions herein set forth to perform the following:

- II.1. Provide the maintenance, repair and service of DISTRICT buses according to the Plan(s) chosen except for specialized work, which must be done by commercial shops specializing in such work as radiator repair, alternator rebuilding, machining parts, etc.
- II.2. Emergency road service shall be on a “first-call” basis, except in case of an accident where immediate response is necessary for student safety. Work to be performed will be scheduled by COE on a “first-come, first-served” basis. COE shall notify DISTRICT immediately upon any schedule conflict.
- II.3. COE shall bill DISTRICT monthly for services rendered in accordance with the Schedule of Charges outlined in Section

IV.

III. DISTRICT RESPONSIBILITIES

DISTRICT agrees to perform the following:

- III.1. DISTRICT shall communicate directly with the Vehicle Maintenance Supervisor for purposes of requesting any service provided by this Agreement.
- III.2. DISTRICT will comply with schedules established by COE for services described herein and shall make DISTRICT’S buses

available at the time scheduled for service.

- III.3. DISTRICT shall maintain in force public liability insurance coverage on all buses serviced in accordance with this Agreement.

IV. SCHEDULE OF CHARGES

- IV.1. DISTRICT agrees to pay COE for services rendered under this Agreement in accordance with the following schedule of charges. The billable time starts and ends at the Transportation Center. The schedule of charges is as follows:

----Cost, plus 10% parts, supplies, fuel, and oil;

----Labor, \$65.00 per straight time or \$97.50 per overtime hour for actual hours worked portal-to-portal;

----Emergency Road Service: Cost, plus 10% for parts, supplies, fuel and oil;

----Labor for Emergency Road Service: \$65.00 per straight time or \$97.50 per overtime hour for actual hours worked portal-to-portal.

V. GENERAL CONDITIONS

- V.1. Payment for services rendered shall be due and payable upon presentation of an invoice monthly in arrears to DISTRICT.

V.2. TERM: This Agreement shall be in full force and effect beginning July 1, 2022 and ending June 30, 2023. This Agreement may also be terminated by either party by providing not less than sixty (60) days notice in writing.

V.3. AMENDMENTS: This Agreement may be amended by mutual consent of the parties.

IN WITNESS WHEREOF, the parties have executed this Agreement on the date first above written.

SHASTA COUNTY OFFICE OF EDUCATION

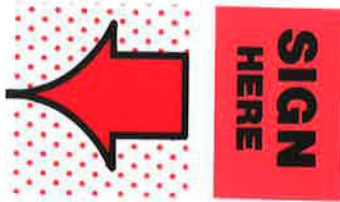
By: *Judy Flores*

Date: 4-27-22

COTTONWOOD UNION SCHOOL DISTRICT

By: _____

Date: _____



**AGREEMENT BETWEEN
COLUMBIA ELEMENTARY SCHOOL DISTRICT
and
COTTONWOOD UNION SCHOOL DISTRICT**

The Cottonwood Union School District agrees to contract with the Columbia Elementary School District for eight (8) hours per week of Assistant Superintendent services for a three (3) year term for the 2022/2023, 2023/24, 2024/25. Services will primarily be provided at the Junction Elementary School District Office.

Term of Agreement: This agreement will begin on July 1, 2022 and terminate on June 30, 2025. The agreement may be renewed upon approval of both parties. Should any party choose to permanently change the agreement or discontinue this service agreement for the following year notification must be provided by **February 1st of the current academic year.**

Costs: Services will be provided according to the fee schedule listed below.

Fee scheduled as follows:

2022/23 = \$ 40,980

2023/24 = \$ 42,216

2024/25 = \$ 43,482

CESD will invoice Cottonwood Union School District for mileage reimbursement at the current IRS rate.

CESD will invoice Cottonwood Union School District quarterly during the terms of this agreement.

Modification of Agreement: This agreement may be modified at any time during the school year with mutual consent of both parties. Any modifications to this agreement shall be a 90-day advanced written notice and signed by all parties.

Termination of Agreement: This agreement may be terminated at any time during the school year with mutual consent of both parties. Any modifications to this agreement shall be a 90-day advanced written notice and signed by all parties.

Notices: Any notices required to be given pursuant to the terms and provisions of this agreement shall be submitted in writing and sent to:

Columbia Elementary School District
Clay Ross, Superintendent
14140 Old Oregon Trail
Redding, CA 96003

COLUMBIA ELEMENTARY
SCHOOL DISTRICT

COTTONWOOD UNION
SCHOOL DISTRICT

Clay Ross, Superintendent

Doug Geren, Superintendent

Date

Date

EARLY CHILDHOOD SERVICES AND USE OF FACILITIES AGREEMENT
BETWEEN

THE SHASTA COUNTY OFFICE OF EDUCATION AND THE COTTONWOOD UNION SCHOOL DISTRICT

This AGREEMENT made and entered into on this 1 day of July, 2022, by and between the **COTTONWOOD UNION SCHOOL DISTRICT**, with principal offices located at **20512 West First Street, Cottonwood CA 96022**, hereinafter referred to as "DISTRICT," and the SHASTA COUNTY OFFICE OF EDUCATION, with principal offices at 1644 Magnolia Avenue, Redding, CA 96001, hereinafter referred to as "COE".

WHEREAS, DISTRICT wishes COE to operate an Early Childhood Services program(s) in **ONE (1)** classroom(s) owned by District COE; Room Number **207** on that certain real property known as **North Cottonwood Elementary School, located at 19920 Gas Point Road, Cottonwood, CA 96022**; and

WHEREAS, DISTRICT AND COE desire to continue this arrangement for the **2022-23 through 2026-27** school years; and

WHEREAS, the DISTRICT agrees to continue a similar agreement with COE after the 2026-27 school year unless the district notifies the SCOE to the contrary by July 1, 2026;

NOW THEREFORE, DISTRICT and COE agree as follows:

DISTRICT, in consideration of payment described herein, shall allow COE exclusive use of the above mentioned classroom at **above school** for instruction and related purposes, and

DISTRICT will provide shared exclusive use of the DISTRICT owned Preschool playgrounds at **North Cottonwood Elementary School**; and

District COE will be responsible for maintenance of playground as required by Community Care licensing.
 See Playground Addendum

DISTRICT will provide a designated restroom within close proximity to classroom (if not available in classroom) for preschool usage as required by Community Care licensing.

DISTRICT agrees to provide maintenance, custodial (including carpet cleaning when needed or no less than two times per year), supplies, and utilities for the facilities and grounds for **North Cottonwood Elementary School**. Summer cleaning is included in excluded from this agreement.

Upon presentation by DISTRICT of an invoice, COE, in consideration of the above, shall pay DISTRICT annually, **\$5,400** due and payable on or before April 1 each year.

If DISTRICT provides maintenance, and a maintenance repair should become necessary to protect the health and/or safety of staff and/or students, and DISTRICT fails to make such repairs within 15 working days from the date the hazard was reported to DISTRICT, COE reserves the right to make such repairs and invoice DISTRICT for reimbursement of actual cost. Should the hazard be such that it poses a direct and immediate threat to the health and/or safety of staff and/or students COE reserves the right to make such repairs immediately and invoice DISTRICT for reimbursement of actual costs.

COE agrees to repair any damage to DISTRICT's classroom which is caused by COE's staff or students.

DISTRICT COE will provide furniture to the classrooms at **North Cottonwood Elementary School**; if DISTRICT, COE will reimburse DISTRICT for any damage to furniture should this occur. Upon termination of this agreement, furniture will remain property of the provider.

DISTRICT and COE agree to maintain in force such public liability and property damage insurance as will protect parties from any claim for damages for personal injury and damage to property which may arise from the operation of this Agreement.

DISTRICT agrees to furnish to COE one copy of their Comprehensive School Site Safety Plan (CSSSP) **for above schools with this contract**. The CSSSP shall include the classroom space which COE occupies. The COE preschool will be included in all drills and notified of intruder on campus or lock downs. If evacuation were necessary, DISTRICT will notify and work with COE preschool administration on coordinating efforts.

DISTRICT will invite COE preschool teachers to appropriate staff meetings, trainings, and participation in collaboration as appropriate with DISTRICT kindergarten teaching staff.

DISTRICT will include COE preschools in site functions such as assemblies, parent nights, and special presentations appropriate for a preschool age group.

DISTRICT will allow COE preschool library time on the **above school** campus, scheduled with the school administration.

DISTRICT will provide a minimum of two opportunities per year for preschool students to visit or participate in activities with a kindergarten class in preparation for transition. Each Spring, SCOE preschool teachers will meet with DISTRICT kindergarten teachers to provide input into kindergarten classroom placement for individual students.

As appropriate, DISTRICT administration may arrange for older grade level "reading buddies" to read to preschool classroom.

COE will coordinate with DISTRICT to support the curriculum being implemented by the DISTRICT. SCOE will share preschool assessment data with the district prior to transition to kindergarten. DISTRICT agrees to provide SCOE will assessment data for children who attended SCOE preschool and remain in the DISTRICT. The data will be shared through the end of the student's 3rd grade.

The term of this agreement is from July 1, 2022 through June 30, 2027. This agreement may be cancelled or modified by mutual agreement of the parties set forth in writing.

Changes to the facilities involved in this agreement, including, but not limited to, change in location of classroom, playground location or usage, or campus paint scheme, shall be at the expense of the party requesting the change unless mutually agreed upon by both parties.

Either party may discontinue this agreement upon 180 days' notice in the event of DISTRICT school, or COE program closure, or substantial loss of state funding.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed on the date first written above.

SHASTA COUNTY OFFICE OF EDUCATION

COTTONWOOD ELEMENTARY SCHOOL DISTRICT



Judy Flores, Superintendent Shasta County Schools

District Superintendent

DATE 5-18-22

DATE _____



SHASTA COUNTY OFFICE OF EDUCATION

To be leaders in educational excellence, offering support to schools and community to ensure Shasta County students receive a quality education preparing them for high school graduation and success in career and college.

Superintendent
Judy Flores

Board of Education
Kathy Barry
Robert Brown
Rhonda Hull
Steve MacFarland
Laura Manuel
Denny Mills
Nick Webb

May 31, 2022

To: Superintendents/Charter Directors

From: Mike Freeman, Associate Superintendent of Instructional Services

Re: **Document Tracking Services**

It's time to renew the Shasta County Consortium License Agreement with Document Tracking Services (DTS). I am writing to determine which districts will contract with DTS again for the 2022/2023 school year. The license fee is \$195 per site. The license fee provides templates for the School Accountability Report Card, School Safety Plan, Single Plan for Student Achievement, the Local Control Accountability Plan, and the LCAP Federal Addendum.

Shasta County Office of Education (SCOE) Consortium License Agreement with Document Tracking Services (DTS). will provide for the following:

- Document Tracking Services (DTS) Consortium Pricing includes 5 customizable templates (i.e., School Accountability Report Card, School Safety Plan, Single Plan for Student Achievement, LCAP Federal Addendum, and Local Control Accountability Plan) based on district/school needs
- Administrators or designee may call DTS at any time to customize the templates for their needs

Timeline:

Fiscal Year 2022/2023

- Billed annually, thereafter
- Please return this License Agreement by June 24, 2022
- Consortium license begins July 1, 2022.

Cost:

- Annually at the consortium rate
- Districts with multiple schools: \$195 per school site (including Community Day Schools) for plus a \$195 district coordinator fee
- Single School Districts: \$195 per school site
- To be billed in one annual installment; June/July of each year for the upcoming fiscal year
- Districts will be notified, in writing, by the Shasta County Office of Education, if the cost of DTS will increase

Please sign and return to skohlbeck@shastacoe.org by June 24, 2022

District: _____

By signing below, the district agrees to contract with Document Tracking Services (DTS) through the Shasta County Office of Education consortium license agreement for online tracking services for the 2022-2023 school year at \$195 per site.

(District Superintendent or Charter Director Signature)

ReqPay05a

Payment Register

Scheduled 05/31/2022 - 06/23/2022 Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor			ACCU-PRINT (000999/1) PO BOX 990083 REDDING, CA 96099							
2021/22	05/31/22		FINGERPRINTS	1099	06/03/22	Audit		72.00		72.00
			2022 (001360) 01-001-0000-7207-5801-0000-7200-000-							

Total Invoice Amount 72.00 Check

AP Vendor			AMAZON/ SYNCB (000560/2) P.O. BOX 530958 ATLANTA, GA 30353-0958								
F	2021/22	04/08/22	R4822-00311	OFFICE SUPPLIES	545368648758	05/31/22	Audit	227.73		227.73	
			2022 (001257) 01-050-0000-2700-4510-0000-2700-100-								
			Batchid								
							Check Date	PO# P4822-00311		Register #	

Total Invoice Amount 227.73 Check

Direct Vendor			ANDERSON-COTTONWOOD DISP SRVCE (000005/1) PO BOX 541065 LOS ANGELES, CA 90054-1065							
2021/22	06/03/22		GARBAGE SERV	2275497-0531-6	06/07/22	Audit		1,264.47		1,264.47
			2022 (002086) 01-001-0000-8240-5510-0000-8200-000-							
2021/22	06/03/22		GARBAGE SERV	2275709-0531-4	06/07/22	Audit		915.75		915.75
			2022 (002086) 01-001-0000-8240-5510-0000-8200-000-							

Total Invoice Amount 2,180.22 Check

Direct Vendor			AT&T (000043/3) P.O. BOX 9011 CAROL STREAM, IL 60197-5025							
2021/22	06/19/22		PHONE SERVICE	18361528	06/23/22	Audit		868.03		868.03
			2022 (001384) 01-001-0000-7200-5910-0000-7200-000-							

Total Invoice Amount 868.03 Check

AP Vendor			BOUND TO STAY BOUND BOOKS INC (000076/3) P.O. BOX 870950 KANSAS CITY, MO 64187-0950								
F	2021/22	05/17/22	R4822-00307	BOOKS	178092	06/13/22	Audit	62.92		62.92	
			2022 (001140) 01-050-1100-0180-4210-0000-2420-000-								
			Batchid								
							Check Date	PO# P4822-00307		Register #	

Total Invoice Amount 62.92 Check

Selection: Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 026258, Page Break by Check/Advice? = N, Zero? = Y) ESCAPE ONLINE

ReqPay05a

Payment Register

Scheduled 05/31/2022 - 06/23/2022 Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor			BRIGHT'S REDDING TROPHY CENTER (000448/1) 3294 BECHELLI LN REDDING, CA 96002							
F	2021/22	06/07/22	R4822-00318	INST MATERIAL	20428	06/08/22	Audit	1,152.43		1,152.43
			2022 (001162) 01-020-1100-0000-4310-1110-1000-100- Batchid							
							Check Date	PO# P4822-00318	Register #	

Total Invoice Amount 1,152.43 Check

Direct Vendor			CALIFORNIA SAFETY CO (000021/1) PO BOX 990956 REDDING, CA 96099-0956							
	2021/22	06/03/22		ALARM SERV	503590	06/06/22	Audit	142.50		142.50
			2022 (003205) 01-001-0000-0000-5630-0000-3600-000-							
	2021/22	06/03/22		ALARM SERV	504134	06/06/22	Audit	180.00		180.00
			2022 (001324) 01-050-0000-2700-5630-0000-2700-100-							
	2021/22	06/03/22		ALARM SERV	504135	06/06/22	Audit	262.50		262.50
			2022 (001335) 01-020-0000-2700-5630-0000-2700-100-							
	2021/22	06/15/22		ANNUAL FIREW ALARM TEST 6/14/2022 - NORTH	DP22-00004	06/21/22	Audit	2,967.19		2,967.19
			2022 (001324) 01-050-0000-2700-5630-0000-2700-100-							

Total Invoice Amount 3,552.19 Check

Direct Vendor			CASCADE UNION ELEM SCHOOL DIST (000094/1) 1645 WEST MILL ST ANDERSON, CA 96007							
	2021/22	05/01/22		TRANSP BILLING	INV22-00374	06/21/22	Audit	2,677.18		2,677.18
			2022 (003205) 01-001-0000-0000-5630-0000-3600-000- MAY 2022							

Total Invoice Amount 2,677.18 Check

AP Vendor			CDW-G (000159/1) 75 REMITTANCE DR STE 1515 CHICAGO, IL 60675-1515							
F	2021/22	05/02/22	R4822-00255	INST MATERIAL	W739003	05/31/22	Audit	335.48		335.48
			2022 (001159) 01-020-1100-2420-4310-0000-2420-100-							
			2022 (001189) 01-050-1100-2420-4310-1110-1000-100-							
			Batchid							
							Check Date	PO# P4822-00255	Register #	

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 026258, ESCAPE ONLINE
Page Break by Check/Advice? = N, Zero? = Y) Page 2 of 21

ReqPay05a

Payment Register

Scheduled 05/31/2022 - 06/23/2022										Bank Account COUNTY - County	
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
AP Vendor		CDW-G (000159/1)		(continued)							(continued)
F	2021/22	05/26/22	R4822-00347	HEADPHONES FOR TALK TO TEXT PROG	X802124	06/09/22	Audit	101.88		101.88	
				2022 (001188) 01-050-1100-0000-4310-1110-1000-100-	BatchId	Check Date	PO# P4822-00347	Register #			
Total Invoice Amount								437.36	Check		
Direct Vendor		CHARTER BUSINESS/SPECTRUM (000585/1) P.O. BOX 7173 PASADENA, CA 91109-7173									
	2021/22	06/19/22		INTERNET SERVICE	0000220061922	06/21/22	Audit	2,495.30		2,495.30	
				2022 (001388) 01-020-0000-2700-5920-0000-2700-100-			1,247.65				
				2022 (001386) 01-050-0000-2700-5920-0000-2700-100-			1,247.65				
Total Invoice Amount								2,495.30	Check		
Direct Vendor		CHAVAN & ASSOCIATES, LLP (000776/2) 15105 CONCORD CIRCLE, STE 130 MORGAN HILL, CA 95037									
	2021/22	06/21/22		LEA AUDIT SERVICES- 2022	CA-17490	06/21/22	Audit	7,875.00		7,875.00	
				2022 (003529) 01-001-0000-7100-5812-0000-7190-000-							
Total Invoice Amount								7,875.00	Check		
Direct Vendor		COLUMBIA ESD (000301/1) 10140 OLD OREGON TRAIL REDDING, CA 96003									
	2021/22	04/29/22		HEARING VISION	INV22-00134	05/31/22	Audit	169.33		169.33	
				4/20/2022							
				2022 (004218) 01-001-0000-3140-5801-0000-3140-100-							
Total Invoice Amount								169.33	Check		
AP Vendor		COPY CATS (000994/1) 2615 GANYON DR ANDERSON, CA 96007									
F	2021/22	06/06/22	R4822-00331	INST MATERIAL	7770	06/13/22	Audit	320.56		320.56	
				2022 (001162) 01-020-1100-0000-4310-1110-1000-100-	BatchId	Check Date	PO# P4822-00331	Register #			
Total Invoice Amount								320.56	Check		

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 026258, Page Break by Check/Advice? = N, Zero? = Y)

ReqPay05a

Payment Register

Scheduled 05/31/2022 - 06/23/2022 Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor COTTONWOOD REVOLVING FUND (000006/1) 20512 W. FIRST ST COTTONWOOD, CA 96022										
2021/22	05/31/22		ALL STAR BREAKFAST	CHK 5418	06/08/22	Audit		115.00		115.00
2022 (001358) 01-001-0000-7200-5801-0000-7200-000-										
2021/22	06/08/22		STUDENT TRANSP REIMBURSEMENT	CHK 5420	06/08/22	Audit		89.16		89.16
2022 (005212) 01-001-6500-0000-5801-5001-3600-100-										
2021/22	06/08/22		STUDENT TRANSP REIMBURSEMENT	CHK 5421	06/08/22	Audit		146.25		146.25
2022 (005212) 01-001-6500-0000-5801-5001-3600-100-										
Total Invoice Amount								350.41	Check	
Direct Vendor COTTONWOOD WATER DISTRICT (000002/1) PO BOX 2130 COTTONWOOD, CA 96022										
2021/22	05/20/22		WATER JUN 2022	106000- JUN 2022	05/31/22	Audit		692.20		692.20
2022 (001309) 01-001-0000-8230-5510-0000-8200-000-										
2021/22	05/20/22		WATER JUN 2022	106101- JUN 2022	05/31/22	Audit		31.00		31.00
2022 (001309) 01-001-0000-8230-5510-0000-8200-000-										
2021/22	05/20/22		WATER JUN 2022	708000- JUN 2022	05/31/22	Audit		523.20		523.20
2022 (001309) 01-001-0000-8230-5510-0000-8200-000-										
Total Invoice Amount								1,246.40	Check	
Direct Vendor COUNTRY ROADS MOBILE VET (000996/1) P.O. BOX 1645 COTTONWOOD, CA 96022										
2021/22	05/27/22		PEST CONTROL	12245	05/31/22	Audit		122.00		122.00
2022 (004214) 01-020-0000-8110-5801-0000-8110-100-										
2021/22	05/27/22		PEST CONTROL	12246	05/31/22	Audit		131.00		131.00
2022 (004214) 01-020-0000-8110-5801-0000-8110-100-										
Total Invoice Amount								253.00	Check	

ReqPay05a

Payment Register

Scheduled 05/31/2022 - 06/23/2022										Bank Account COUNTY - County
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor COUNTY OF SHASTA DEPT OF PUBLIC WORKS (000051/1) CSA DIV 1855 PLACER ST REDDING, CA 96001										
2021/22	06/01/22		SEWER 06/2022	JUNE 2022	06/01/22	Audit		3,339.60		3,339.60
		2022 (001308)	01-001-0000-8220-5510-0000-8200-000-							
Total Invoice Amount								3,339.60	Check	
Direct Vendor CRESSWELL PHYSICAL THERAPY (000271/1) PO BOX 492006 REDDING, CA 96049										
2021/22	05/16/22		OT SERV	183	05/31/22	Audit		1,787.50		1,787.50
		2022 (002527)	01-001-6500-0204-5101-5760-1190-100-							
2021/22	05/23/22		OT SERV	184	05/31/22	Audit		3,237.50		3,237.50
		2022 (002527)	01-001-6500-0204-5101-5760-1190-100-							
2021/22	05/31/22		OT SERV	185	06/06/22	Audit		1,662.50		1,662.50
		2022 (002527)	01-001-6500-0204-5101-5760-1190-100-							
2021/22	06/07/22		OT SERVICES	186	06/23/22	Audit		3,575.00		3,575.00
		2022 (002527)	01-001-6500-0204-5101-5760-1190-100-							
Total Invoice Amount								10,262.50	Check	
Direct Vendor CROSS PETROLEUM (000083/1) PO BOX 492200 REDDING, CA 96049-2200										
2021/22	05/15/22		FUEL	CL20889	05/31/22	Audit		2,808.18		2,808.18
		2022 (003195)	01-001-0000-0000-4601-0000-3600-000-					2,708.58		
		2022 (001250)	01-001-0000-8120-4510-0000-8110-100-					99.60		
2021/22	05/31/22		FUEL	CL21291	06/01/22	Audit		4,418.20		4,418.20
		2022 (003195)	01-001-0000-0000-4601-0000-3600-000-					4,325.89		
		2022 (001250)	01-001-0000-8120-4510-0000-8110-100-					92.31		
2021/22	06/15/22		FUEL	CL21928	06/21/22	Audit		2,343.63		2,343.63
		2022 (003195)	01-001-0000-0000-4601-0000-3600-000-					2,300.33		
		2022 (001250)	01-001-0000-8120-4510-0000-8110-100-					43.30		
Total Invoice Amount								9,570.01	Check	

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 026258, Page Break by Check/Advice? = N, Zero? = Y)

ESCAPE ONLINE

Scheduled 05/31/2022 - 06/23/2022 Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor			CSM CONSULTING INC (000315/1) PO BOX 4408 EL DORADO HILLS, CA 95762							
2021/22	06/07/22		E-RATE SERV	14844	06/09/22	Audit		3,335.52		3,335.52
			2022 (003156) 01-001-0000-2420-5801-0000-2420-LC2-							

Total Invoice Amount 3,335.52 Check

AP Vendor			DISCOUNT SCHOOL SUPPLY (000817/1) PO BOX 6013 CAROL STREAM, IL 60197							
F	2021/22	05/06/22	R4822-00312	INST MATERIAL	P41224420101	05/31/22	Audit	107.11		107.11
			2022 (004282) 01-060-0000-1573-4310-0001-1000-LC1-							
			Batchid		Check Date		PO# P4822-00312		Register #	

Total Invoice Amount 107.11 Check

Direct Vendor			EMERGENCY VEHICLE OUTFITTING (001003/1) 463 BELVEDERE DR REDDING, CA 96003							
2021/22	06/03/22		TWO WAY RADIO	0205	06/09/22	Audit		657.12		657.12
			2022 (003205) 01-001-0000-0000-5630-0000-3600-000-							

Total Invoice Amount 657.12 Check

AP Vendor			FIRST NATIONAL BANK OMAHA MASTERCARD (000129/1) PO BOX 2818 OMAHA, NE 68103-2818							
F	2021/22	05/18/22	R4822-00346	TALK TO TEXT PROGRAM	1013899644639	05/31/22	Audit	500.00		500.00
			2022 (004213) 01-050-0000-2420-5801-1110-1000-LC1-							
			Batchid		Check Date		PO# P4822-00346		Register #	

Total Invoice Amount 514.99 Check

Direct Vendor			FRANZ FAMILY BAKERIES (000537/1) P.O. BOX 742654 LOS ANGELES, CA 90074-2654							
2021/22	05/02/22		BAKERY	143028003766	05/31/22	Audit		178.30		178.30
			2022 (001890) 13-001-5310-0000-4710-0000-3700-000-							

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 026258, Page Break by Check/Advice? = N, Zero? = Y) ESCAPE ONLINE

Scheduled 05/31/2022 - 06/23/2022 **Bank Account COUNTY - County**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		FRANZ FAMILY BAKERIES (000537/1) (continued)								
2021/22	05/09/22		BAKERY	143028003840	05/31/22	Audit		173.70		173.70
	2022	(001890)	13-001-5310-0000-4710-0000-3700-000-							
2021/22	05/16/22		BAKERY	143028003906	05/31/22	Audit		123.60		123.60
	2022	(001890)	13-001-5310-0000-4710-0000-3700-000-							
2021/22	05/23/22		BAKERY	143028003978	05/31/22	Audit		184.00		184.00
	2022	(001890)	13-001-5310-0000-4710-0000-3700-000-							
2021/22	05/31/22		BAKERY	143028004046	06/09/22	Audit		179.88		179.88
	2022	(001890)	13-001-5310-0000-4710-0000-3700-000-							

Total Invoice Amount 839.48 Check

Direct Vendor		FROZEN GOURMET INC (000275/1) 5800 AIRPORT RD REDDING, CA 96002								
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2021/22	05/27/22		PBIS	234783	06/13/22	Audit		147.60		147.60
	2022	(004781)	01-020-0000-0950-4310-1110-1000-LC2-							

Total Invoice Amount 147.60 Check

AP Vendor		GIBSON HEATING & AC (000711/1) 1153 PRESTIGE WAY REDDING, CA 96003								
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F	2021/22	05/17/22	R4822-00344	HVAC REPAIR	40713	05/31/22	Audit	1,927.50		1,927.50
		2022	(001322)	01-050-0000-8200-5630-0000-8200-100-						
				BatchId		Check Date		PO# P4822-00344		Register #

Total Invoice Amount 1,927.50 Check

Direct Vendor		GOLD STAR FOODS, INC. (000630/2) P.O. BOX 4328 ONTARIO, CA 91761								
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2021/22	05/04/22		FOOD	4981550	05/31/22	Audit		1,570.70		1,570.70
	2022	(001890)	13-001-5310-0000-4710-0000-3700-000-							
2021/22	05/09/22		FOOD	5037377	05/31/22	Audit		22.50		22.50
	2022	(001890)	13-001-5310-0000-4710-0000-3700-000-							
2021/22	05/18/22		FOOD	5042442	05/31/22	Audit		933.66		933.66
	2022	(001890)	13-001-5310-0000-4710-0000-3700-000-							
2021/22	05/31/22		FOOD	5092545	06/09/22	Audit		1,103.95		1,103.95
	2022	(001890)	13-001-5310-0000-4710-0000-3700-000-							

Selection: Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 026258, Page Break by Check/Advice? = N, Zero? = Y) ESCAPE ONLINE

Scheduled 05/31/2022 - 06/23/2022

Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor			GOLD STAR FOODS, INC. (000630/2)		(continued)		(continued)			
2021/22	06/10/22		PROC STATE FEE	5131746	06/13/22	Audit		22.50		22.50
			2022 (001890) 13-001-5310-0000-4710-0000-3700-000-							
Total Invoice Amount								3,653.31	Check	
Direct Vendor			INDEPENDENT ED PROGRAMS (000547/1) 1756 SOUTH ST. ANDERSON, CA 96007							
2021/22	05/31/22		GROUP COUNSELING	CUSDNPA052022	06/03/22	Audit		484.90		484.90
			2022 (001371) 01-001-6500-0203-5805-5760-1180-100-							
2021/22	05/31/22		MAY 2022	CWUSD052022	05/31/22	Audit		13,923.00		13,923.00
			2022 (001371) 01-001-6500-0203-5805-5760-1180-100-							
Total Invoice Amount								14,407.90	Check	
Direct Vendor			INTERMOUNTAIN SPECIALTIES (001002/1) 2305 ASHLAND ST STEC ASHLAND, OR 97520							
2021/22	05/11/22		DISHWASHER REPAIR - NORTH	16289	06/03/22	Audit		225.68		225.68
			2022 (001893) 13-001-5310-0000-5630-0000-3700-000-							
Total Invoice Amount								225.68	Check	
Direct Vendor			K-8 PARENT CLUB (000483/1) 20512 FIRST STREET COTTONWOOD, CA 96022							
2021/22	04/05/22		PO # 4822-00264 - CAST LOGO BENCHES	9171	05/31/22	Audit		400.00		400.00
			2022 (001359) 01-001-0000-2700-5801-0000-2700-000-							
Total Invoice Amount								400.00	Check	
Direct Vendor			LAUNDRY WORLD (000141/1) PO BOX 98 ANDERSON, CA 96007							
2021/22	05/11/22		LAUNDRY SERV	254022	05/31/22	Audit		10.00		10.00
			2022 (001306) 01-001-0000-8250-5510-0000-8200-000-							
2021/22	05/11/22		LAUNDRY SERRV	254023	05/31/22	Audit		67.69		67.69
			2022 (001306) 01-001-0000-8250-5510-0000-8200-000-							

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 026258, Page Break by Check/Advice? = N, Zero? = Y)

ESCAPE ONLINE

ReqPay05a

Payment Register

Scheduled 05/31/2022 - 06/23/2022

Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor			LAUNDRY WORLD (000141/1)						(continued)	
2021/22	05/11/22		LAUNDRY SERV	254024	05/31/22	Audit		91.37		91.37
	2022	(001306)	01-001-0000-8250-5510-0000-8200-000-							
2021/22	05/18/22		LAUNDRY SERV	254443	05/31/22	Audit		10.00		10.00
	2022	(001306)	01-001-0000-8250-5510-0000-8200-000-							
2021/22	05/18/22		LAUNDRY SERV	254444	05/31/22	Audit		67.69		67.69
	2022	(001306)	01-001-0000-8250-5510-0000-8200-000-							
2021/22	05/18/22		LAUNDRY SERV	254445	05/31/22	Audit		91.37		91.37
	2022	(001306)	01-001-0000-8250-5510-0000-8200-000-							
2021/22	05/25/22		LAUNDRY SERV	254871	05/31/22	Audit		10.00		10.00
	2022	(001306)	01-001-0000-8250-5510-0000-8200-000-							
2021/22	05/25/22		LAUNDRY SERV	254872	05/31/22	Audit		67.69		67.69
	2022	(001306)	01-001-0000-8250-5510-0000-8200-000-							
2021/22	05/25/22		LAUNDRY SERV	254873	05/31/22	Audit		91.37		91.37
	2022	(001306)	01-001-0000-8250-5510-0000-8200-000-							
2021/22	06/01/22		LAUNDRY SERV	225294	06/07/22	Audit		10.00		10.00
	2022	(001306)	01-001-0000-8250-5510-0000-8200-000-							
2021/22	06/01/22		LAUNDRY SERV	255296	06/01/22	Audit		91.37		91.37
	2022	(001306)	01-001-0000-8250-5510-0000-8200-000-							
2021/22	06/08/22		LAUNDRY SERV	255710	06/08/22	Audit		10.00		10.00
	2022	(001306)	01-001-0000-8250-5510-0000-8200-000-							
2021/22	06/08/22		LAUNDRY SERV	255713	06/08/22	Audit		158.92		158.92
	2022	(001306)	01-001-0000-8250-5510-0000-8200-000-							
2021/22	06/15/22		LAUNDRY SERV	256137	06/21/22	Audit		10.00		10.00
	2022	(001306)	01-001-0000-8250-5510-0000-8200-000-							
Total Invoice Amount								787.47	Check	

AP Vendor		MCGRAW HILL INC SCHOOL PUBLISHING COMPANY (000008/2) LOCKBOX 71545 CHICAGO, IL 60694-1545								
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2021/22	04/01/22	R4822-00314	INST MATERIAL	122594806001	05/31/22	Audit		112.68		112.68
	2022	(006436)	01-001-3217-0000-4310-1110-1000-000-							
				BatchId		Check Date		PO# P4822-00314		Register #
F	2021/22	04/05/22	R4822-00314	INST MATERIAL	122586120001	05/31/22	Audit	2,826.28		2,826.28

Selection: Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 026258, Page Break by Check/Advice? = N, Zero? = Y)

ReqPay05a

Payment Register

Scheduled 05/31/2022 - 06/23/2022										Bank Account COUNTY - County
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor MCGRAW HILL INC										(continued)
SCHOOL PUBLISHING COMPANY (000008/2)										(continued)
					BatchId	Check Date	PO# P4822-00314	Register #		
Total Invoice Amount								2,938.96	Check	
Direct Vendor MT. SHASTA SPRING WATER (000036/1)										
1878 TWIN VIEW BLVD										
REDDING, CA 96003-1501										
2021/22	05/27/22		WATER SERV	132188	06/03/22	Audit		19.50		19.50
2022 (003223) 01-001-0000-0000-4510-0000-3600-100-										
2021/22	05/27/22		WATER SERV	132190	06/03/22	Audit		43.20		43.20
2022 (001247) 01-001-0000-2700-4510-0000-2700-100-										
2021/22	06/20/22		WATER SERV	139389	06/21/22	Audit		20.00		20.00
2022 (003223) 01-001-0000-0000-4510-0000-3600-100-										
Total Invoice Amount								82.70	Check	
Direct Vendor MTN VALLEY SP ED JPA (000934/1)										
10140 OREGON TRL										
REDDING, CA 96003										
2021/22	06/06/22		SPED SERVICES	INV22-00162	06/06/22	Audit		31,092.30		31,092.30
7/1-5/31/2022										
						709.64				
2022 (004218) 01-001-0000-3140-5801-0000-3140-100-						4,711.49				
2022 (006346) 01-001-3213-3120-5801-0000-3120-100-						4,333.05				
2022 (004951) 01-001-6500-0000-5801-5001-2110-100-						10,204.17				
2022 (005189) 01-001-6500-0200-5801-5760-1110-100-						11,133.95				
2022 (005162) 01-001-6500-0200-5805-7110-1110-100-										
2021/22	06/22/22		SPED SERVICES	INV22-00177	06/23/22	Audit		28,914.79		28,914.79
2022 (004218) 01-001-0000-3140-5801-0000-3140-100-						2,090.00				
2022 (006346) 01-001-3213-3120-5801-0000-3120-100-						4,126.46				
2022 (004951) 01-001-6500-0000-5801-5001-2110-100-						464.42				
2022 (005189) 01-001-6500-0200-5801-5760-1110-100-						11,266.50				
2022 (002526) 01-001-6500-0200-5805-5760-1110-100-						10,967.41				
Total Invoice Amount								60,007.09	Check	
Direct Vendor NORTH STATE GROCERY, INC. (000476/1)										
P.O. BOX 439										
COTTONWOOD, CA 96022										
2021/22	05/31/22		FOOD	003403336553	06/01/22	Audit		8.97		8.97
2022 (004765) 01-060-0000-1573-4710-0001-3700-LC1-										

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 026258, Page Break by Check/Advice? = N, Zero? = Y)

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ReqPay05a

Payment Register

Scheduled 05/31/2022 - 06/23/2022 Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor			NORTH STATE GROCERY, INC. (000476/1)			(continued)		(continued)		
F	2021/22	06/10/22	R4822-00328	STAFF MTG SUPPLIES	003403341669	06/13/22	Audit	392.57		392.57
		2022 (001353)	01-020-0000-2700-5801-0000-2700-100-			BatchId	Check Date	PO# P4822-00328	Register #	

Total Invoice Amount 401.54 Check

Direct Vendor			PACIFIC GAS AND ELECTRIC CO (000007/1) BOX 997300 SACRAMENTO, CA 95899-7300							
	2021/22	06/08/22		CAFE ELECT 5/2022	CAFE MAY 2022	06/13/22	Audit	2,400.56		2,400.56
		2022 (001307)	01-001-0000-8260-5510-0000-8200-000-							

Total Invoice Amount 2,400.56 Check

Direct Vendor			PRODUCERS DAIRY (000203/1) PO BOX 1231 FRESNO, CA 93715-1231							
	2021/22	05/09/22		DAIRY	6352212907	05/31/22	Audit	321.90		321.90
		2022 (001890)	13-001-5310-0000-4710-0000-3700-000-							
	2021/22	05/09/22		DAIRY	6352212908	05/31/22	Audit	179.93		179.93
		2022 (001890)	13-001-5310-0000-4710-0000-3700-000-							
	2021/22	05/12/22		DAIRY	57839223	05/31/22	Audit	238.90		238.90
		2022 (001890)	13-001-5310-0000-4710-0000-3700-000-							
	2021/22	05/12/22		DAIRY	6352213245	05/31/22	Audit	320.55		320.55
		2022 (001890)	13-001-5310-0000-4710-0000-3700-000-							
	2021/22	05/23/22		DAIRY	6352214353	06/01/22	Audit	360.53		360.53
		2022 (001890)	13-001-5310-0000-4710-0000-3700-000-							
	2021/22	05/23/22		DAIRY	6352214354	06/01/22	Audit	316.66		316.66
		2022 (001890)	13-001-5310-0000-4710-0000-3700-000-							
	2021/22	05/26/22		DAIRY	6352214693	06/01/22	Audit	559.45		559.45
		2022 (001890)	13-001-5310-0000-4710-0000-3700-000-							
	2021/22	05/26/22		DAIRY	6352214694	06/01/22	Audit	358.85		358.85
		2022 (001890)	13-001-5310-0000-4710-0000-3700-000-							
	2021/22	06/02/22		DAIRY	6352215356	06/07/22	Audit	263.37		263.37
		2022 (001890)	13-001-5310-0000-4710-0000-3700-000-							
	2021/22	06/02/22		DAIRY	6352215357	06/07/22	Audit	252.49		252.49
		2022 (001890)	13-001-5310-0000-4710-0000-3700-000-							

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 026258, Page Break by Check/Advice? = N, Zero? = Y)

Scheduled 05/31/2022 - 06/23/2022

Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor			PRODUCERS DAIRY (000203/1)		(continued)		(continued)			
2021/22	06/16/22		DAIRY	6352216790	06/21/22	Audit		246.39		246.39
		2022 (001890)	13-001-5310-0000-4710-0000-3700-000-							
Total Invoice Amount								3,419.02	Check	
Direct Vendor			PROFESSIONAL EXTERMINATORS (000403/1)							
			PO BOX 991507							
			REDDING, CA 96099							
2021/22	05/18/22		PEST CONTROL	69942	05/31/22	Audit		45.00		45.00
		2022 (004214)	01-020-0000-8110-5801-0000-8110-100-							
2021/22	06/15/22		PEST CONTROL	71536	06/21/22	Audit		45.00		45.00
		2022 (004214)	01-020-0000-8110-5801-0000-8110-100-							
Total Invoice Amount								90.00	Check	
Direct Vendor			PROPACIFIC FRESH (000491/1)							
			P.O. BOX 1069							
			DURHAM, CA 95938							
2021/22	05/06/22		PRODUCE	6932400	05/31/22	Audit		882.46		882.46
		2022 (001890)	13-001-5310-0000-4710-0000-3700-000-							
2021/22	05/13/22		PRODUCE	6933847	05/31/22	Audit		738.99		738.99
		2022 (001890)	13-001-5310-0000-4710-0000-3700-000-							
2021/22	05/20/22		PRODUCE	6934704	05/31/22	Audit		432.32		432.32
		2022 (001890)	13-001-5310-0000-4710-0000-3700-000-							
2021/22	05/27/22		PRODUCE	6936484	06/09/22	Audit		507.78		507.78
		2022 (001890)	13-001-5310-0000-4710-0000-3700-000-							
2021/22	06/03/22		PRODUCE	6937563	06/09/22	Audit		475.59		475.59
		2022 (001890)	13-001-5310-0000-4710-0000-3700-000-							
2021/22	06/10/22		PRODUCE	6938493	06/21/22	Audit		205.27		205.27
		2022 (001890)	13-001-5310-0000-4710-0000-3700-000-							
Total Invoice Amount								3,242.41	Check	
Direct Vendor			QUADIENT LEASING USA, INC (000917/1)							
			DEPT 3682 P.O. BOX 123682							
			DALLAS, TX 75312-3682							
2021/22	05/20/22		POSTAGE MACHINE LEASE	N9417309	05/31/22	Audit		566.27		566.27
		2022 (001311)	01-001-0000-7200-5610-0000-7200-000-							

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 026258, Page Break by Check/Advice? = N, Zero? = Y)

ESCAPE ONLINE

ReqPay05a

Payment Register

Scheduled 05/31/2022 - 06/23/2022 Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
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Total Invoice Amount **566.27** Check

Direct Vendor RYAN'S LAWN CARE (000526/5)
3873 WOLVERINE DR
REDDING, CA 96001

2021/22	05/15/22		LAWN SERV	2197	05/31/22	Audit		750.00		750.00
	2022 (004214)	01-020-0000-8110-5801-0000-8110-100-				375.00				
	2022 (004217)	01-050-0000-8110-5801-0000-8110-100-				375.00				
2021/22	05/21/22		LAWN SERV	2198	05/31/22	Audit		750.00		750.00
	2022 (004214)	01-020-0000-8110-5801-0000-8110-100-				375.00				
	2022 (004217)	01-050-0000-8110-5801-0000-8110-100-				375.00				
2021/22	05/28/22		LAWN SERV	2206	05/31/22	Audit		750.00		750.00
	2022 (004214)	01-020-0000-8110-5801-0000-8110-100-				375.00				
	2022 (004217)	01-050-0000-8110-5801-0000-8110-100-				375.00				
2021/22	06/05/22		LAWN SERV	2208	06/06/22	Audit		750.00		750.00
	2022 (004214)	01-020-0000-8110-5801-0000-8110-100-				375.00				
	2022 (004217)	01-050-0000-8110-5801-0000-8110-100-				375.00				
2021/22	06/18/22		LAWN SERV	2214	06/21/22	Audit		750.00		750.00
	2022 (004214)	01-020-0000-8110-5801-0000-8110-100-				375.00				
	2022 (004217)	01-050-0000-8110-5801-0000-8110-100-				375.00				
2021/22	06/18/22		LAWN SERV	2215	06/21/22	Audit		750.00		750.00
	2022 (004214)	01-020-0000-8110-5801-0000-8110-100-				375.00				
	2022 (004217)	01-050-0000-8110-5801-0000-8110-100-				375.00				

& Employee Also Total Invoice Amount **4,500.00** Check

Direct Vendor SCHOLASTIC BOOK FAIRS (000874/1)
P.O. BOX 3745
JEFFERSON CITY, MO 65102

2021/22	05/27/22		BOOK FAIR 2022	W5106545BF	06/08/22	Audit		7,361.02		7,361.02
	2022 (001140)	01-050-1100-0180-4210-0000-2420-000-								

Total Invoice Amount **7,361.02** Check

AP Vendor SCHOOL HEALTH CORP (000082/1)
6764 EAGLE WAY
CHICAGO, IL 60678-1067

2021/22	03/09/22	R4822-00270	AED EQUIP	4032868-00	06/13/22	Audit		89.97		89.97
	2022 (006377)	01-001-0000-0000-4510-0000-3140-100-								

BatchId Check Date PO# P4822-00270 Register #

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 026258, Page Break by Check/Advice? = N, Zero? = Y)

ESCAPE ONLINE

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ReqPay05a

Payment Register

Scheduled 05/31/2022 - 06/23/2022

Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor			SCHOOL HEALTH CORP (000082/1)			(continued)		(continued)		
2021/22	06/02/22	R4822-00270	AED EQUIP	4032868-01	06/13/22	Audit		413.39		413.39
		2022 (006377)	01-001-0000-0000-4510-0000-3140-100-	BatchId		Check Date		PO# P4822-00270		Register #
Total Invoice Amount								503.36	Check	

AP Vendor			SCHOOL SERVICES OF CALIFORNIA (000103/4)							
			PO BOX 516613							
			LOS ANGELES, CA 90051-0599							
F	2021/22	04/30/22	R4822-00338	SACS 101 - BUDGET DEVELOPMENT WEBINAR	W121958-IN	06/01/22	Audit	275.00		275.00
		2022 (001275)	01-001-0000-7200-5210-0000-7200-000-	BatchId		Check Date		PO# P4822-00338		Register #
Total Invoice Amount								275.00	Check	

Direct Vendor			SCP DISTRIBUTORS LLC (000812/1)							
			PO BOX 80248							
			CITY OF INDUSTRY, CA 91716							
	2021/22	05/04/22		CREDIT MEMO	SN080674	06/21/22	Audit	427.76-		427.76-
		2022 (001254)	01-001-0000-8210-4510-0000-8200-100-							
	2021/22	05/04/22		CREDIT MEMO	SP080675	06/21/22	Audit	60.00-		60.00-
		2022 (001254)	01-001-0000-8210-4510-0000-8200-100-							
	2021/22	06/08/22		POOL SUPPLIES	SN082836	06/21/22	Audit	820.64		820.64
		2022 (001254)	01-001-0000-8210-4510-0000-8200-100-							
Total Invoice Amount								332.88	Check	

AP Vendor			SHASTA FARM & EQUIPMENT (000764/2)							
			P.O. BOX 1146							
			COTTONWOOD, CA 96022							
	2021/22	05/19/22	R4822-00257	INST MATERIAL	31460-9470	06/01/22	Audit	10.99		10.99
		2022 (004128)	01-020-0100-2209-4310-1110-1000-LC2-	BatchId		Check Date		PO# P4822-00257		Register #
Total Invoice Amount								10.99	Check	

Direct Vendor			SOLIANT (000992/1)							
			PO BOX 934411							
			ATLANTA, GA 31193-4411							
	2021/22	05/29/22		SPEECH SERV	20410758	06/02/22	Audit	1,286.25		1,286.25

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 026258, Page Break by Check/Advice? = N, Zero? = Y)

ESCAPE ONLINE

ReqPay05a

Payment Register

Scheduled 05/31/2022 - 06/23/2022 Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor			SOLIANT (000992/1) (continued)							
2021/22	05/29/22		SPEECH SERV	20410758 (continued)	06/02/22	Audit		(continued)		
		2022 (002528)	01-001-6500-0204-5805-5760-1180-100-							
2021/22	06/05/22		SPEECH SERV	20417232	06/13/22	Audit		787.50		787.50
		2022 (002528)	01-001-6500-0204-5805-5760-1180-100-							
Total Invoice Amount								2,073.75	Check	

AP Vendor			SOLUTION TREE (000639/1) 555 NORTH MORTON STREET BLOOMINGTON, IN 47404							
2021/22	05/20/22	R4822-00336	PLC TRAINING	S259313	06/01/22	Audit		10,400.00		10,400.00
		2022 (006366)	01-001-6266-0000-5210-1110-1000-000-							
				BatchId		Check Date		PO# P4822-00336		Register #
2021/22	06/13/22	R4822-00336	PLC TRAINING	S260286	06/23/22	Audit		10,400.00		10,400.00
		2022 (006366)	01-001-6266-0000-5210-1110-1000-000-							
				BatchId		Check Date		PO# P4822-00336		Register #
Total Invoice Amount								20,800.00	Check	

Direct Vendor			STATE OF CALIFORNIA DEPARTMENT OF JUSTICE (000111/1) ACCOUNTING OFFICE PO BOX 944255 SACRAMENTO, CA 94244-2550							
2021/22	06/03/22		FINGERPRINTS	583585	06/08/22	Audit		179.00		179.00
		2022 (001360)	01-001-0000-7207-5801-0000-7200-000-							
Total Invoice Amount								179.00	Check	

Direct Vendor			STILES, LLC (001004/1) P.O. BOX 274 ROUND MOUNTAIN, CA 96084							
2021/22	06/21/22		BUS DRIVER TRAINING	T-0006	06/23/22	Audit		750.00		750.00
		2022 (003200)	01-001-0000-0000-5210-0000-3600-000-							
Total Invoice Amount								750.00	Check	

AP Vendor			SYSCO FOOD SVCS OF SACRAMENTO (000169/1) PO BOX 138007 SACRAMENTO, CA 95813-8007							
F	2021/22	04/21/22	R4822-00330	HEALTH SUPPLIES	331683895	05/31/22	Audit	23.90		23.90

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 026258, Page Break by Check/Advice? = N, Zero? = Y) ESCAPE ONLINE

ReqPay05a

Payment Register

Scheduled 05/31/2022 - 06/23/2022

Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor SYSCO FOOD SVCS OF SACRAMENTO (000169/1) (continued)										
F	2021/22 04/21/22	R4822-00330	HEALTH SUPPLIES	331683895 (continued)	05/31/22	Audit		(continued)		
	2022 (001242)	01-020-0000-2700-4510-0000-2700-100-		BatchId		Check Date		PO# P4822-00330	Register #	
F	2021/22 04/21/22	R4822-00323	CAASP SNACKS	331683896	05/31/22	Audit		878.17		878.17
	2022 (001157)	01-001-0000-3160-4310-1110-3160-100-		BatchId		Check Date		PO# P4822-00323	Register #	
F	2021/22 04/21/22	R4822-00322	CAASP SNACKS	331683897	05/31/22	Audit		336.88		336.88
	2022 (001157)	01-001-0000-3160-4310-1110-3160-100-		BatchId		Check Date		PO# P4822-00322	Register #	
	2021/22 05/05/22		FOOD	331705656	05/31/22	Audit		1,267.12		1,267.12
	2022 (001890)	13-001-5310-0000-4710-0000-3700-000-					1,157.72			
	2022 (001891)	13-001-5310-0000-4790-0000-3700-000-					109.40			
	2021/22 05/12/22		FOOD	331715994	05/31/22	Audit		602.02		602.02
	2022 (001890)	13-001-5310-0000-4710-0000-3700-000-								
	2021/22 05/19/22		FOOD/SUPPLIES	331725938	05/31/22	Audit		806.44		806.44
	2022 (001889)	13-001-5310-0000-4510-0000-3700-000-					143.80			
	2022 (001890)	13-001-5310-0000-4710-0000-3700-000-					417.13			
	2022 (001891)	13-001-5310-0000-4790-0000-3700-000-					245.51			
	2021/22 05/26/22		FOOD/SUPPLIES	331735430	06/09/22	Audit		586.62		586.62
	2022 (001890)	13-001-5310-0000-4710-0000-3700-000-					377.34			
	2022 (001891)	13-001-5310-0000-4790-0000-3700-000-					209.28			
	2021/22 06/02/22		FOOD	331747355	06/09/22	Audit		550.78		550.78
	2022 (001890)	13-001-5310-0000-4710-0000-3700-000-					389.63			
	2022 (001891)	13-001-5310-0000-4790-0000-3700-000-					161.15			
Total Invoice Amount								5,051.93	Check	

Direct Vendor TAYLOR AUTO PARTS #2 (000004/1)
 2500 BALLS FERRY RD
 ANDERSON, CA 96022

2021/22 06/16/22	TRANSF SUPPLIES	049637	06/21/22	Audit	12.86	12.86
2022 (003199)	01-001-0000-0000-4606-0000-3600-000-					

Total Invoice Amount 12.86 Check

Direct Vendor TEHAMA CO LOCK AND SECURITY
 ANDERSON LOCK & SAFE (000229/1)
 1015 Walnut St.
 RED BLUFF, CA 96080

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 026258, Page Break by Check/Advice? = N, Zero? = Y)

ESCAPE ONLINE

ReqPay05a

Payment Register

Scheduled 05/31/2022 - 06/23/2022 Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor TEHAMA CO LOCK AND SECURITY ANDERSON LOCK & SAFE (000229/1) (continued)										
2021/22	06/13/22		LOCK REKEY - WEST STAFF ROOM	46130	06/13/22	Audit		15.00		15.00
2022 (001244) 01-020-0000-8200-4510-0000-8200-100-										

Total Invoice Amount 15.00 Check

Direct Vendor THE DANIELSON COMPANY (000495/1) 435 SOUTHGATE COURT CHICO, CA 95928										
2021/22	05/06/22		FOOD	277738	05/31/22	Audit		2,557.13		2,557.13
2022 (001890) 13-001-5310-0000-4710-0000-3700-000-2,466.01										
2022 (001891) 13-001-5310-0000-4790-0000-3700-000-91.12										
2021/22	05/13/22		FOOD	278344	05/31/22	Audit		1,541.95		1,541.95
2022 (001890) 13-001-5310-0000-4710-0000-3700-000-1,478.66										
2022 (001891) 13-001-5310-0000-4790-0000-3700-000-63.29										
2021/22	05/20/22		FOOD	278918	06/07/22	Audit		1,812.56		1,812.56
2022 (001890) 13-001-5310-0000-4710-0000-3700-000-1,795.96										
2022 (001891) 13-001-5310-0000-4790-0000-3700-000-16.60										
2021/22	05/27/22		FOOD/SUPPLIES	279364	06/09/22	Audit		1,736.06		1,736.06
2022 (001890) 13-001-5310-0000-4710-0000-3700-000-1,686.55										
2022 (001891) 13-001-5310-0000-4790-0000-3700-000-49.51										
2021/22	06/03/22		FOOD	279684	06/09/22	Audit		1,448.15		1,448.15
2022 (001890) 13-001-5310-0000-4710-0000-3700-000-										

Total Invoice Amount 9,095.85 Check

Direct Vendor TRI-COUNTIES BANK (000371/2) P.O. BOX 60532 CITY OF INDUSTRY, CA 91716-0532										
2021/22	02/12/22		DUPLICATE PAYMENT	3737-4 - OP	06/06/22	Audit		188.50-		188.50-
2022 (004765) 01-060-0000-1573-4710-0001-3700-LC1-										
2021/22	05/13/22		PRESCHOOL FOOD/SUPPLIES	013349	05/31/22	Audit		109.55		109.55
2022 (004764) 01-060-0000-1573-4510-0001-2700-LC1-21.42										
2022 (004765) 01-060-0000-1573-4710-0001-3700-LC1-88.13										
2021/22	05/24/22		PRESCHOOL FOOD	024157	06/01/22	Audit		11.20		11.20
2022 (004765) 01-060-0000-1573-4710-0001-3700-LC1-										

Selection: Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 026258, Page Break by Check/Advice? = N, Zero? = Y)

Scheduled 05/31/2022 - 06/23/2022 Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor			TRI-COUNTIES BANK (000371/2)		(continued)		(continued)			
2021/22	06/06/22		FOOD	215700729232	06/09/22	Audit		134.99		134.99
		2022 (004765)	01-060-0000-1573-4710-0001-3700-LC1-							
F	2021/22	06/09/22	R4822-00313	PRESCHOOL FOOD 008545	06/13/22	Audit		150.79		150.79
		2022 (004764)	01-060-0000-1573-4510-0001-2700-LC1-BatchId				Check Date	PO# P4822-00313	Register #	
2021/22	06/17/22		PRESCHOOL FOOD	017627	06/23/22	Audit		15.66		15.66
		2022 (004764)	01-060-0000-1573-4510-0001-2700-LC1-							
2021/22	06/19/22		PRESCHOOL FOOD	019868	06/23/22	Audit		90.38		90.38
		2022 (004765)	01-060-0000-1573-4710-0001-3700-LC1-							
Total Invoice Amount								324.07	Check	

Direct Vendor			US BANK EQUIPMENT FINANCE (000558/1) P.O. BOX 790448 ST LOUIS, MO 63179-0448							
2021/22	05/26/22		COPIERS	473369445	06/06/22	Audit		6,310.92		6,310.92
		2022 (001312)	01-020-1100-1120-5610-1110-1000-100-					3,155.46		
		2022 (001321)	01-050-1100-1120-5610-1110-1000-100-					3,155.46		
Total Invoice Amount								6,310.92	Check	

Direct Vendor			US OMNI & TSACG COMPLIANCE (000986/1) PO BOX 2799 FORT WALTON BEACH, FL 32549							
2021/22	04/20/22		403B MARCH 2022	79226	06/21/22	Audit		28.20		28.20
		2022 (001358)	01-001-0000-7200-5801-0000-7200-000-							
2021/22	05/17/22		403BS	80549	06/01/22	Audit		28.20		28.20
		2022 (001358)	01-001-0000-7200-5801-0000-7200-000-							
2021/22	06/15/22		403B MAY 2022	81709	06/21/22	Audit		31.96		31.96
		2022 (001358)	01-001-0000-7200-5801-0000-7200-000-							
Total Invoice Amount								88.36	Check	

Direct Vendor			VALLEY WEST ACE HARDWARE (000241/1) 20639 GAS POINT RD COTTONWOOD, CA 96022							
2021/22	05/03/22		MAINT SUPPLIES	074036	06/06/22	Audit		24.65		24.65
		2022 (001245)	01-020-0000-8110-4510-0000-8110-100-							
2021/22	05/11/22		MAINT SUPPLIES	074102	06/06/22	Audit		52.48		52.48
		2022 (001255)	01-050-0000-8110-4510-0000-8110-100-							

ReqPay05a

Payment Register

Scheduled 05/31/2022 - 06/23/2022

Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		VALLEY WEST ACE HARDWARE (000241/1)			(continued)		(continued)			
2021/22	05/16/22		MAINT SUPPLIES	074146	06/06/22	Audit		13.92		13.92
	2022	(001245)	01-020-0000-8110-4510-0000-8110-100-							
2021/22	05/16/22		MAINT SUPPLIES	074152	06/06/22	Audit		21.44		21.44
	2022	(001255)	01-050-0000-8110-4510-0000-8110-100-							
2021/22	05/23/22		MAINT SUPPLIES	074234	06/06/22	Audit		10.29		10.29
	2022	(001245)	01-020-0000-8110-4510-0000-8110-100-							
2021/22	05/24/22		MAINT SUPPLIES	074245	06/06/22	Audit		66.21		66.21
	2022	(001257)	01-050-0000-2700-4510-0000-2700-100-							
2021/22	05/24/22		MAINT SUPPLIES	074250	06/06/22	Audit		27.86		27.86
	2022	(001245)	01-020-0000-8110-4510-0000-8110-100-							
2021/22	05/26/22		MAINT SUPPLIES	074273	06/06/22	Audit		11.38		11.38
	2022	(001245)	01-020-0000-8110-4510-0000-8110-100-							
2021/22	05/27/22		MAINT SUPPLIES	074281	06/06/22	Audit		18.21		18.21
	2022	(001245)	01-020-0000-8110-4510-0000-8110-100-							
2021/22	05/27/22		MAINT SUPPLIES	074287	06/06/22	Audit		5.35		5.35
	2022	(001245)	01-020-0000-8110-4510-0000-8110-100-							
2021/22	05/31/22		MAINT SUPPLIES	074309	06/06/22	Audit		16.08		16.08
	2022	(001245)	01-020-0000-8110-4510-0000-8110-100-							
Total Invoice Amount								267.87	Check	

Direct Vendor		VERIZON WIRELESS (000208/2) P.O. BOX 660108 DALLAS, TX 75266-0108								
2021/22	05/17/22		HOT SPOTS	9906720731	06/01/22	Audit		104.09		104.09
	2022	(006390)	01-001-3212-2420-5801-1110-1000-000-							
2021/22	05/26/22		MAINT CELL PHONE	9907449933	06/06/22	Audit		13.11		13.11
	2022	(001384)	01-001-0000-7200-5910-0000-7200-000-							
Total Invoice Amount								117.20	Check	

Direct Vendor		WELCH ENTERPRISES (000762/1) P.O. BOX 494583 REDDING, CA 96049								
2021/22	05/27/22		PORTA POTTY RENTALS - SPRING SPORTS	15290	05/31/22	Audit		437.18		437.18
	2022	(001316)	01-001-0000-8200-5610-0000-8200-100-							

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 026258, Page Break by Check/Advice? = N, Zero? = Y)

Scheduled 05/31/2022 - 06/23/2022

Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor			WELCH ENTERPRISES (000762/1)	(continued)						

Total Invoice Amount 437.18 Check

EXPENSES BY FUND - Bank Account COUNTY			
Fund	Expense	Cash Balance	Difference
01	181,482.91	3,160,100.19	2,978,617.28
13	24,288.73	132,429.81	108,141.08
Total	205,771.64		

Number of Payments	159	
Number of Checks	60	\$205,771.64
Number of ACH Advice	0	
Number of vCard Advice	0	
Total Check/Advice Amount	\$205,771.64	
Total Unpaid Sales Tax	\$0.00	
Total Expense Amount	\$205,771.64	
CHECK/ADVICE AMOUNT DISTRIBUTION COUNTS		
\$0 - \$99	8	
\$100 - \$499	18	
\$500 - \$999	8	
\$1,000 - \$4,999	16	
\$5,000 - \$9,999	6	
\$10,000 - \$14,999	2	
\$15,000 - \$99,999	2	
\$100,000 - \$199,999		
\$200,000 - \$499,999		
\$500,000 - \$999,999		
\$1,000,000 -		
***** ITEMS OF INTEREST *****		
* Number of payments to a different vendor		
! Number of Prepaid payments		
@ Number of Liability payments		
& Number of Employee Also Vendors	1	
? denotes check name different than payment name		
F denotes Final Payment		

Scheduled 05/31/2022 - 06/23/2022

Bank Account COUNTY - County

Report Totals -	Payment Count	159	Check Count	60	ACH Count	0	vCard Count	0	Total Check/Advice Amount	\$205,771.64
										\$480,786.36

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 026258,
Page Break by Check/Advice? = N, Zero? = Y)

ESCAPE ONLINE

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COTTONWOOD UNION SCHOOL DISTRICT

20512 West First Street
Cottonwood, CA. 96022

RESOLUTION AUTHORIZING YEAR- END BUDGET TRANSFERS

RESOLUTION #2022-5

WHEREAS, Education Code 42601 enables the Governing Board to authorize such transfers of District funds as may be necessary to pay the obligations of the district;

NOW THEREFORE, BE IT RESOLVED that the County Superintendent of Schools is authorized to make such transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification or classifications, or balance any expenditure classifications of the budget of the district as are necessary to permit the payment of obligations of the district incurred during the 2021/2022 school year.

PASSED AND ADOPTED this 28th day of June, 2022, by the following vote:

Ayes:

Noes:

Absent:

Heather Sulzer, Clerk of the Board

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cottonwood Union School District

CDS Code: 45-69955-0000000

School Year: 2022-23

LEA contact information:

Doug Geren

Superintendent

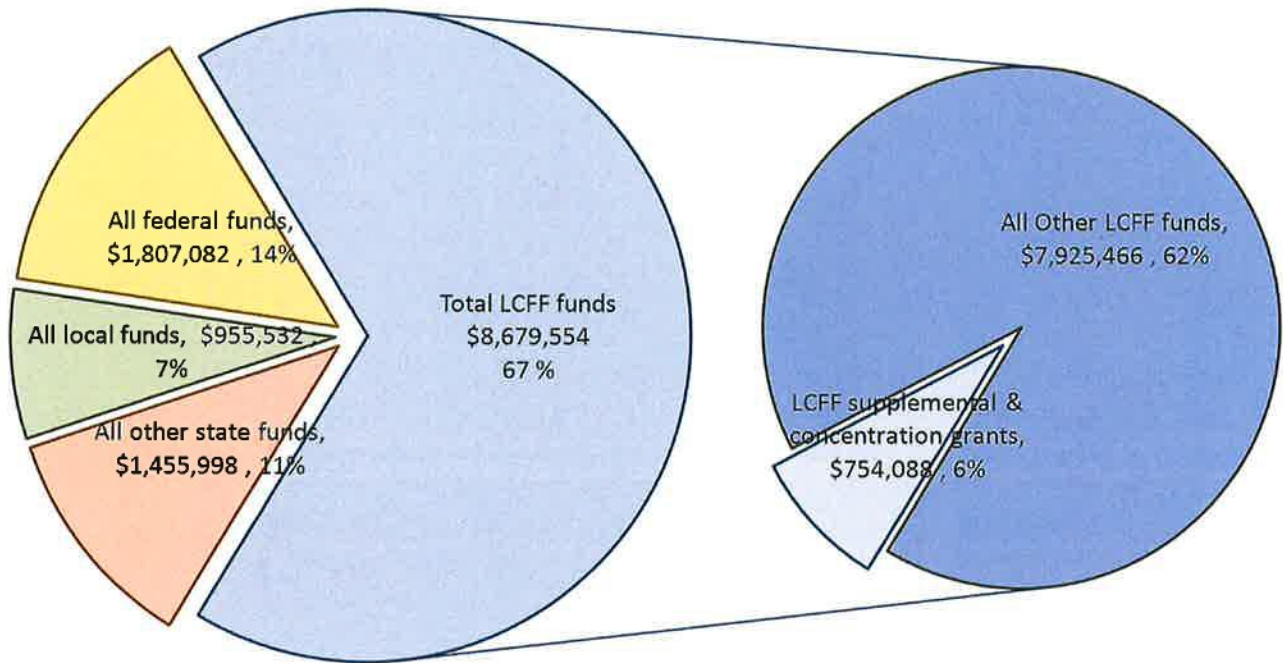
dgeren@cwusd.com

530-347-3165

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



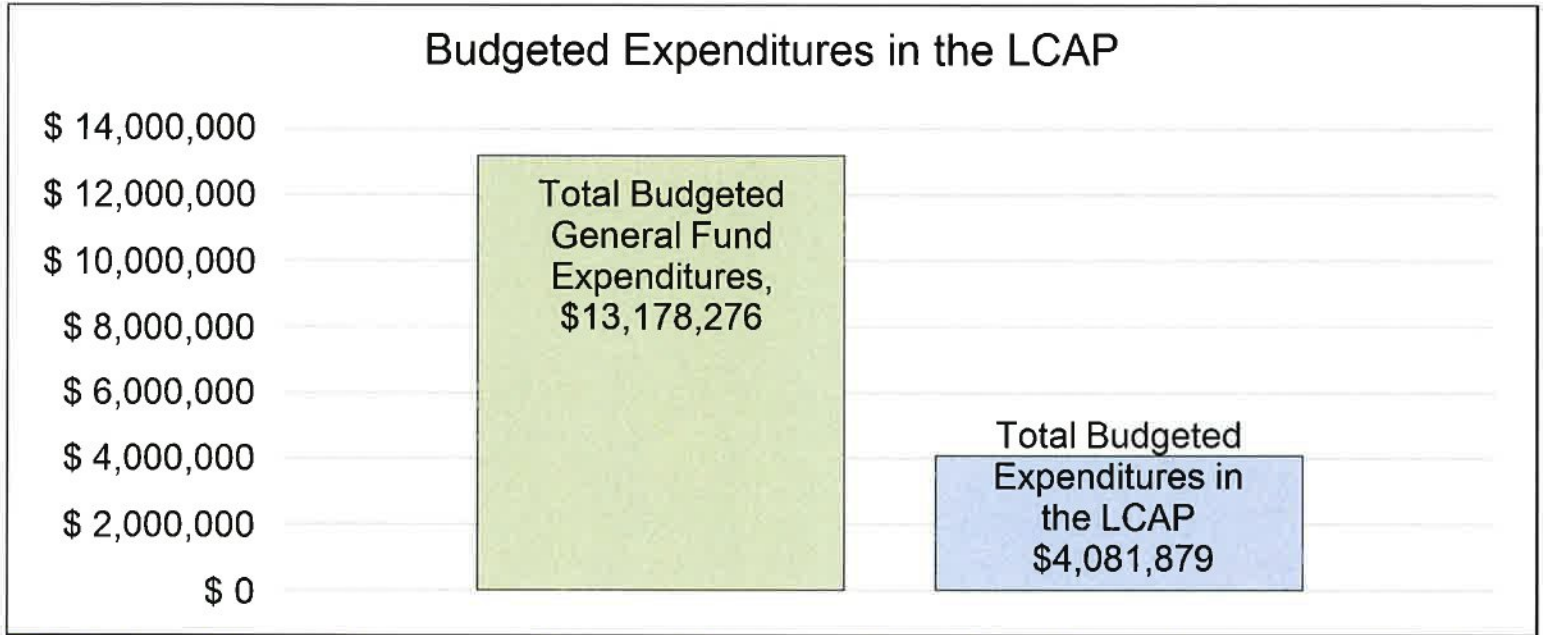
This chart shows the total general purpose revenue Cottonwood Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cottonwood Union School District is \$12,898,166, of which \$8,679,554 is Local Control Funding Formula (LCFF), \$1,455,998 is other state

funds, \$955,532 is local funds, and \$1,807,082 is federal funds. Of the \$8,679,554 in LCFF Funds, \$754,088 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Cottonwood Union School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cottonwood Union School District plans to spend \$13,178,276 for the 2022-23 school year. Of that amount, \$4,081,879 is tied to actions/services in the LCAP and \$9,096,397 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

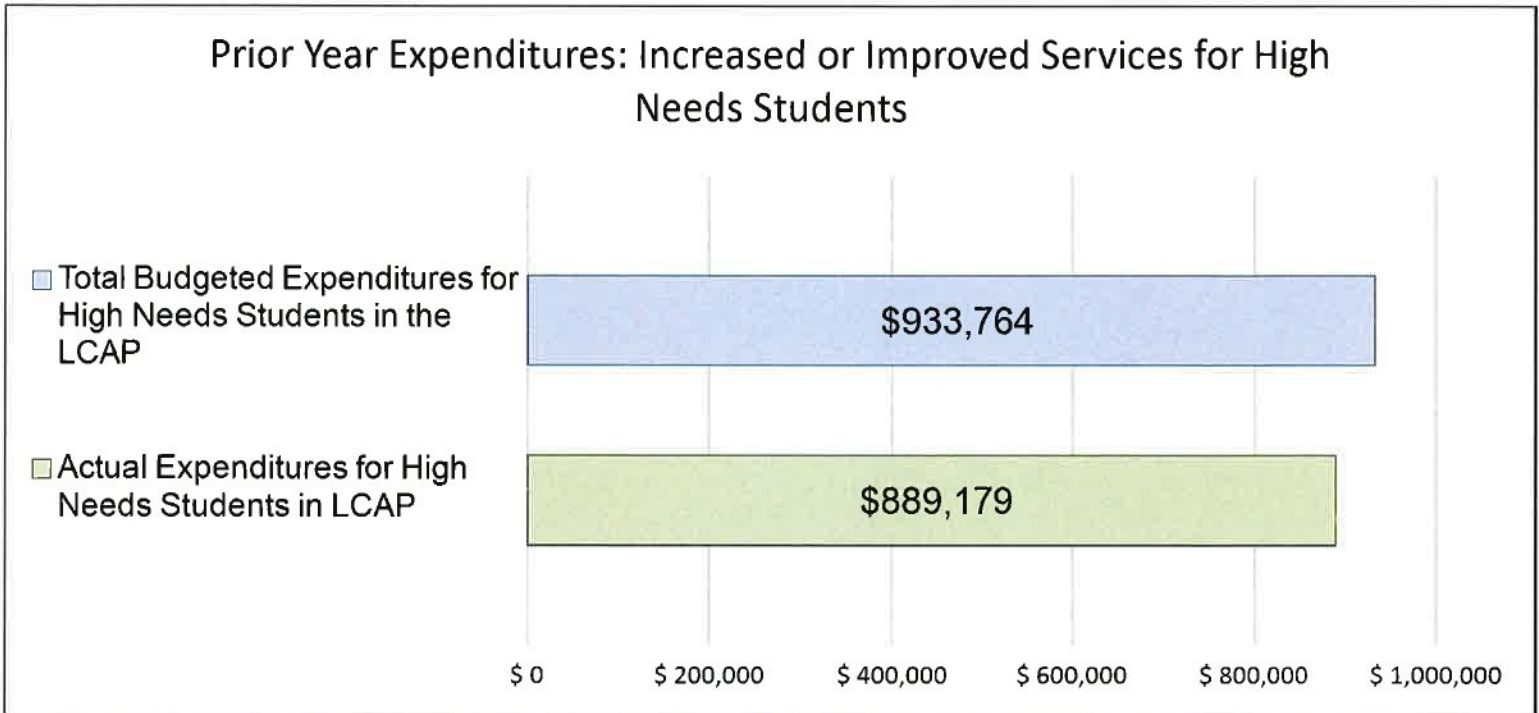
The usual and customary costs for educating students are not included in the LCAP. The LCAP accounts more for services and programs above and beyond the normal, regular school expenditures.

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

In 2022-23, Cottonwood Union School District is projecting it will receive \$754,088 based on the enrollment of foster youth, English learner, and low-income students. Cottonwood Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cottonwood Union School District plans to spend \$847,847 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Cottonwood Union School District's LCAP budgeted \$933,764 for planned actions to increase or improve services for high needs students. Cottonwood Union School District actually spent \$889,179 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-44,585 had the following impact on Cottonwood Union School District's ability to increase or improve services for high needs students:

The district experienced a lot of turnover in our Instructional Assistants in 2021/22 so the budget wasn't fully spent in that area. We did the best we could with the staffing we had; we hope the coming year we will not experience the same issue. Students still received intervention and extra help, just not to the extent we would have liked to have provided.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cottonwood Union School District	Doug Geren Superintendent	dgeren@cwusd.com 530-347-0247

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

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

In order to solicit feedback to identify actions/services for the funds included in the Budget Act of 2021, we engaged our educational partners using the following strategies: student, staff and family surveys, in-person and virtual meetings, staff meetings, and the Local Control and Accountability Plan (LCAP), Expanded Learning Opportunities (ELO) Grant Plan, and ESSER III feedback meetings. We believe that our community engagement provided us with significant insight in supporting our students and staff in-order to keep them thriving and learning. The suggestions provided us with various COVID 19 prevention and mitigation strategies that impacted teaching, learning and day-to-day school experiences/operations. This report is a mid-year update on the actions/services and goals that were a result of our various educational partners and the mid-year data for the LCAP metrics.

The following community members were consulted in the development of the plans:

- * Students;
- * Underserved student populations (foster youth, English learners, students with disabilities, homeless youth, low-income)
- * Families, including families that speak languages other than English and Native American families;
- * School and district administrators, including the SELPA Director and JPA Special Ed Director;
- * Teachers, principals, support staff, other educators, and local bargaining units.
- * Community partners

Educational partners identified and prioritized the specific needs faced by students, staff members and the district during the pandemic and beyond. The actions and services identified within our plans (ESSER III, ELO, Educator Effectiveness, and LCAP) will directly impact students, families, and our local community. The plans will provide additional support to all of our students but especially our underserved student populations.

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

Not applicable

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

Multiple surveys and in-person/virtual meetings were held, in the spring and fall, with our educational partners to solicit feedback for the use of one-time federal funds received to support recovery from the COVID19 pandemic.

Community input was vital to the development of the plan as it provided us with different perspectives and identified the needs of our students and staff to safely and effectively return to in-person instruction. We also drew from our experience from the 2020-2021 school year as we provided in-person instruction for a majority of the school year. This allowed us the opportunity to figure out what worked and what did not work for cohort teaching, parent communication, technology, attendance flexibility, staff and student accommodations, grading policies, interventions, Special Education supports, social emotional supports, social distancing and masking protocols, district policies and procedures, staff assignments/flexibility, health and wellness checks, learning models, meal flexibility, cleaning protocols, furniture/facilities needs, and allowed us to look closely at our different school systems in place. Finally, we were able to identify areas of staffing needed to accelerate learning.

The following actions/services were influenced by community input:

- * Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
- * Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning and enrichment, tutoring, flexible groupings, interventions, comprehensive After School program, engagement strategies, one-on-one support, professional development for support staff and teachers)
- * Staff needs-extra support staff
- * Social emotional supports-(e.g. yoga, counseling, recess, SEL screeners, extra-curricular activities and engagement activities)
- * After school extra-curricular activities
- * Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19.

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

We have been able to successfully implement most of the actions and services as well as those who did not live up to their potential in our ESSER III (ARP) expenditure plan. Summer school, tutoring and interventions have targeted our most at-risk student populations. Hiring additional support staff and COVID substitute teachers has lessened the impact and limited disruptions to in-person learning. Our biggest challenges have been continuing to provide in-person learning with the ever changing CDC guidance and the Governor mandates, being able to facilitate safe in-person learning with a divided parent population over vaccines and mask mandates, parent/student walkouts to protest vaccine mandates which contributes to loss of ADA, implementing Independent Study contracts with in-person learning, student and staff quarantines, overworked staff and administration, staff shortages, and the lack of applicants to fill vacancies. Our staff has been more than flexible covering absences of other staff members. We have the funding to hire additional staff but lack the applicants needed to fill the positions. Another difficulty is the new propensity of the California Department of Education to revive new plans, reports, with short timelines that distract us from the important work at hand of education children.

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

We have used the fiscal resources to address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

As evidence of our actions/services in the plan, we have used the funds to implement:

- 1.) Strategies for continuous and safe in-person learning and professional development for staff,
 - 2.) Actions/services to mitigate lost instructional time such as: using evidence-based interventions, summer enrichment, extended day, mentoring, before and after school tutoring, and addressing individual student needs,
 - 3.) Additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps.
- Hiring counselors, behavior interventionist, roving substitute teachers, Independent Study teachers, and instructional aides to support our most at-risk students.

Additionally, we have provided a Chronic Absenteeism Coordinator to support our students that are struggling to attend school. This Coordinator targets our most at-risk student populations providing them with in school and out of school resources, connecting their families to

community resources, setting goals with the students, and pairing the student with an on-campus mentor to ensure the student's success. This is funded out of a grant and is above and beyond the ESSER III/LCAP funds.

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

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

Introduction

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

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

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

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

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

- The Instructions for the LCAP Template

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

Instructions

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

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

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

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

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

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

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

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are*

intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cottonwood Union School District	Doug Geren Superintendent	dgeren@cwusd.com 530-347-3165

Plan Summary [2022-23]

General Information

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

The Cottonwood Union School District (CWUSD) is located in the southern most reaches of Shasta County and offers transitional kindergarten through eighth grade. In the 2022-2023 school year, the district's enrollment was approximately 947 students. CWUSD is comprised of North Cottonwood Elementary School serving grades transitional kindergarten through fourth grade, West Cottonwood Jr. High School serving grades fifth through eighth and Cottonwood Creek Charter School serving grades Kindergarten thru eighth by offering a hybrid independent study program.

Our demographic includes approximately 52.2% low income students, 2.5% English learner students, and 1.7% foster youth.

Reflections: Successes

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

We were able to bring back students to school for in-person learning after the pandemic turned education upside down. We continued to adapt to the ever changing guidance from the Health Department. Our students had a successful year of in-person instruction and were provided additional support as needed. We will continue to focus on academics and mental health to increase student growth.

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.

Using the most recent state and local data, we need to focus on mathematics. We are identifying professional development opportunities in math. Our area of concern is chronically absent students. A concerted effort will be made to target the American Indian population for attendance. Additionally, we will focus on mathematics

We have started an attendance campaign and targeted our preschool and kindergarten grade levels as they had the most absences. We will continue these efforts as we are showing lots of progress in this area. This year we have provided tutoring to mitigate learning loss. We have also made a concerted effort at analyzing data during Professional Learning Community time in order to target students for additional help. Academic Coaches work closely with grade level teams to develop assessments, analyze data, and provide necessary resources to support staff and student growth. Several teachers also work with goal setting with each of their students. As a results of implementing these actions and services, we believe we will show an improvement in our data in the release of the fall California School Dashboard.

Student engagement, social emotional learning, and explicit direct instructional strategies will be a focus in the next few years as evidence by our goals and actions throughout the LCAP. We also plan to provide staff with a "reboot" on Professional Learning Communities through Solution Tree.

In recognition of the devastating impact COVID-19 variants have had on attendance in the current year, advocates from around the state have requested that the state allow schools to use the greater of a local educational agencies' average daily attendance (ADA) from its current year or the percentage from 2019–20 and apply it to the LEA's enrollment for the 2021–22 fiscal year. This will support the fiscal stability necessary for LEAs to emerge from the pandemic strong and prepared to support and educate students and bolster the success of the Governor's three-year rolling average proposal to mitigate declining enrollment.

The 2021–22 school year has been a devastating year from both a public health and student enrollment perspective, in which both the delta and omicron surges occurred. As such, these ADA declines would skew the entire three-year average, producing unintended consequences.

Teachers do not want to attend virtual professional development so we will continue to offer in-person professional development based on identified needs.

There continues to be a shortage of substitute teachers so we will offer after school trainings so as not to disrupt classroom instruction time. The past two years, we experienced a substitute teacher and substitute classified crisis. This forced us to find alternatives for full-day substitutes this past year. Although not ideal, our staff found ways to provide coverage where needed. We will continue to recruit new substitute teachers and substitute classified personnel being careful not to disrupt our student's education.

We will refine our intervention program to target students that have experienced learning loss due to the pandemic.

Additionally, we need to reengage families by allowing families to attend school events and invite parent volunteers to return to campus.

Finally, we will continue to target our students that are chronically absent as COVID has made it difficult for students to regularly participate in school. We will continue to work with students/families that are uncomfortable with returning to in-person instruction but continue to offer an independent study program as an alternative option. Our Chronic Absenteeism Coordinators will continue to work daily to connect students and their families to resources to remove barriers from attending school. We will also implement an attendance campaign.

LCAP Highlights

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

Cottonwood Union School District has two goals focusing on: 1. Academics and 2. School Climate

Areas of strength include:

Collaborative Professional Learning Communities

Targeting students individual literacy needs

Providing interventions based on student need

Providing Professional Development based on staff and student needs

Daily Excel Reading time differentiated to student's individual needs

Goal setting with students each semester

Focus on progress and personalized education

Identifying needs and addressing them on an individual basis

Formative assessments across the grade levels

Alignment of curriculum between elementary school and middle school

Curriculum coaches

Reboot on Professional Learning Communities

Comprehensive Support and Improvement

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

Schools Identified

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

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

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

Staff, parents, students, and the School Board have collaborated through formal brainstorm sessions to address the unique challenges of the school resulting in the following key focus features of the LCAP:

State Priority 1: Ensuring the school facilities are well maintained and safe as well as housing the needed physical resources for programs. Ensuring all students have full access to curriculum materials and highly qualified teachers.

State Priority 2: Ensuring all curriculum and instruction is standards aligned. Supporting teachers with professional development that helps them develop and teach effectively. Providing supplemental materials (novels, etc.) in the English language arts program and math program.

State Priority 3: Provide resources and opportunities that help parents be active participants in helping their child(ren) successfully learn standards and develop the skills to manage their learning. Specific opportunities for parent involvement include Back to School Night, Education Foundation, Open House, parent/teacher conferences, classroom volunteers, and family event nights. Home to school communication includes but is not limited to school newsletter, classroom newsletters, school website, etc. Parents are encouraged to be part of the decision making process through Parent Club, LCAP Committee meetings, School Site Council, and attending Governing Board meetings.

State Priority 4: Utilizing state assessment data, local assessments, and classroom-based assessment data to monitor student performance, develop intervention services for students, and inform instructional practices for continued student academic growth.

State Priority 5: Build within students a strong desire to be at school as they are motivated by a positive environment, a meaningful curriculum, and extra curricular activities that support learning goals.

State Priority 6: Incorporate leadership principles which helps students learn and use the effective habits in managing themselves and the way they work with others. Helping students develop leadership skills that apply to themselves, school involvement, and community involvement. Helping students develop the skills to build a positive and confident self-concept for themselves and others. Survey students, parents and teachers on the sense of safety and school connectedness.

State Priority 7: Provide a broad course of study that helps students integrate 21st Century skills; STEM related concepts, effective integration of technology resources, and activities that help students make connections with real-life applications. Providing intervention services to students who are struggling to meet standards through classroom Tier I, Tier II , Tier III supports.

State Priority 8: Other student outcomes-Provide opportunities for students to be involved through community service projects, Student Council, athletics, STEM activities, reading and math focus days, etc. Supporting standards through effective integration of STEM activities at

all grade levels. Providing supplemental and extracurricular activities (field trips, math and reading events, music program, etc.) that help students develop talents and make meaningful connections with real-life applications.

Annual Update: Throughout the 2021-2022 school year, the District communicated with educational partners regarding the implementation of LCAP strategies and the progress towards goals. In order to evaluate the effectiveness of the LCAP, the District presented data on all required state and local metrics to all educational partners.

All educational partner groups provided input regarding goals, metrics, and actions. The district prioritized the suggestions based on identified areas of need.

Year-round: Weekly discussions with faculty during Collaboration Meetings on district goals and actions based on state and local data.

Year-round: Individual meetings with classified staff and principal to identify areas of concern for their students. Goal setting aligns with district LCAP goals.

Year-round: Monthly presentation to the Board of LCAP actions/services that have been implemented for the past month and will be implemented in the coming months.

Winter: Annual presentation provided to the Governing Board at the regular meeting on California Assessment for Student Performance and Progress (CAASPP) results

Quarterly: Presentation provided to the Governing Board at the regular meeting on school wide intervention programs Student Academic Intervention Program.

Winter: Annual presentation to the Governing Board at the regular meeting on Dashboard Local Indicators (CA School Dashboard was suspended for 2021-2022)

Year-round: Monthly meeting with the support staff to identify and refine areas of need to support students both academically and behaviorally and keep the overall school systems running efficiently and effectively. Feedback is solicited to make continuous improvements in our plan.

Winter and Spring: Annual presentation to the Governing Board, at a regularly scheduled meeting, and to the classified/certificated staff on the development process for the LCAP and the School Plan for Student Achievement (SPSA).

Fall and Winter: Presentation to the School Site Council on California Assessment for Student Performance and Progress (CAASPP) results and CA School Dashboard results (This was not completed for the 2020-2021 and 2021-2022 school year due to COVID and the delay in state test results.)

Winter and Spring: Discussion with Budget Committee on Educational Partner Meeting- input, revision, summary, Budget Overview for Parents (BOP) and the LCAP annual analysis

Fall and Spring: Presentation to the Governing Board at the regular meeting on staff professional development that supports both goals in the LCAP

Quarterly: Presentation to the School Site Council on LCAP development process

Spring: Presentation to the Bargaining Units of the draft LCAP- input, revision, and summary

Winter and Spring: Presentation to the Governing Board at the regular meeting on Educational Partner Input Meetings - input, revision, and summary

Spring: Staff Meeting and surveys for feedback on LCAP

Spring: Bargaining Unit meeting to receive feedback on LCAP
Spring: School Site Council meetings to receive feedback on LCAP
Spring: Parent Meeting and parent surveys on feedback for the development of the LCAP
Spring: Parent, staff and student survey data to inform the local indicators and LCAP development.
Spring: Plan submitted to the SELPA Director for feedback. The SELPA Director questioned how often staff meet to discuss student progress and how the progress is monitored but provided no suggestions for change.
June 22, 2022: Public Hearing of the LCAP Annual Update, Budget Overview Parent Summary, 2021-2024 LCAP, and budget at a regularly scheduled board meeting
June 23, 2022: LCAP Annual Update, Budget Overview for Parents, 2021-2024 LCAP, and budget adopted at a special board meeting

A summary of the feedback provided by specific educational partners.

Educational partners had a significant role in providing feedback and refining our plan for 2021-2024. After reviewing local and state data and our current actions, services and goals in our draft plan, educational partners brainstormed areas of strength and concern in each of the eight state priorities. We prioritized the areas that educational partners suggested and developed the final plan. We brought back the final plan to all of our educational partners for further feedback. Finally, our LCAP Committee and Governing Board approved the plan 2021-2024. We believe this comprehensive plan provides a road map for our district in the coming years and will adjust the plan as necessary to support continuous improvement.

Draft Goals and summary of proposed LCAP changes presented and input solicited from the following groups:

- * School Board- the board reviewed the LCAP and did not add any actions/services to the plan. One board member had concerns about the ERICS classroom being placed at the middle school.
- * School Site Council/LCAP Committee- each action/service and data were review with the School Site Council/LCAP Committee. No additional actions/services were added as the committee believed that all 8 state priorities were addressed.
- * English Learner Accountability Committee-The parents expressed need for the following: additional counseling, tutoring and language assistance for EL students, translations needed for school documents, language classes for adults
- * Bargaining Unit/Faculty are as follows:

Overall teachers appreciate:

the support they receive from admin when dealing with challenging students,
intervention program but especially SIPPS,
small class sizes,
resources to do their work,
the return of school wide events (Mr. Brown, Pi Day, Ninja Gym, etc.),
DNA test prep
Curriculum coach, counselor, and vice principal support
Teacher appreciation week

Staff would like to see the following improvements:

Chromebook, walkie-talkies and headphones updated and replace,
more professional development,
more personalized communication from admin,
evaluations in a consistent and timely manner,
admin more present in their classrooms,
Implement a strong math intervention program,
trimester visit from the superintendent,
reduction of study hall minutes,
consistency in grading practices at the middle school,
safety drills provided in unstructured times,
timely communication from admin on events and meetings,
SDC push in instead of pull out,
admin attend PLC meetings,
teacher placement for the following school year is transparent and timely.

* Classified and certificated-Professional development in Professional Learning Communities and interventions were requested.

* Parent, staff and student surveys-Parents indicated the need to return to school full time. A small percentage wanted to continue the Independent Study Program. Parents were pleased with the overall experience this year considering all of the COVID restrictions and requirements from the CDC. Parents and staff would like to see masks eliminated next year and interventions return. Students agreed that they felt safe and were happy with their overall education. The students would like to see the return of electives and a normal school year. Many parents at West Cottonwood expressed the following strengths: communication between staff and parents, students feel loved and safe at school, the school provides a rigorous program, teachers reach out to parents when there are concerns about their students, and overall school climate is positive. West Cottonwood parents would like to see a GATE type program or self selected project hour, summer school, more counseling for students to understand that their lack of interest in school now hurts them for future opportunities, bring back the parent engagement and student extra events/field trips to exciting places, less homework, communication between staff and parents, consistency in the science department. Parents overwhelmingly preferred to receive notifications and messages from the school via texts.

Students at West Cottonwood Jr. High overwhelming stated that they like school because of their friends, teachers, and sports. Students at West Cottonwood Jr. High would like the following improved: the dress code, writing, sitting with friends at lunch instead of a designated spot, how students treat one another, favoritism by staff members for certain students, the quality of school lunches, gender equality, more electives and field trips, disciplinary system, reduce bullying, tutoring for struggling students, sinks in the bathroom, water fountains and access to bathrooms.

* SELPA-April 2022 The plan was submitted to the SELPA Director but no feedback was provided.

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

After reviewing the data, we identified areas of concern with the following student groups: New actions have been placed in the actions to support these areas of concern. The administration will review and revise the dress code based on student feedback. Students will no longer

be required to sit in designated spots during lunch as this was a COVID protocol. We plan to have a reboot with Positive Intervention and Supports and our academic intervention programs. We will continue to offering tutoring for students at-risk of failing. Although we added a vice principal at the elementary school level and added a counselor position to the middle school. We are reinstating many of the actions as we are no longer restricted by COVID protocols.

Facilities projects for this summer will include: North Cottonwood Elementary School will replace flooring in some classrooms. West Cottonwood Jr. High projects include painting, bathroom, plumbing projects, roof replacement, pool deck resurfacing and boilers.

We will expand our electives at the middle school, add an ERICS classroom, provide PLC reboot for staff development, and refine intervention system.

We will provide additional tutoring to our English Learner students.

We will refine our systems on each campus based on the suggestions from the staff.

Goals and Actions

Goal

Goal #	Description
1	Increase academic growth for all students.

An explanation of why the LEA has developed this goal.

Cottonwood prides itself on focusing on student academics. We believe in keeping student growth at the forefront of our plan. We hold high expectations for our students and staff. We have reviewed our local and state data to refine the goal, actions and services.

Student engagement, social emotional learning, and explicit direct instructional strategies will be a focus in the next few years as evidence by our goals and actions throughout the LCAP.

We want to strengthen our collaboration time and plan to have a "reboot" with Solution Tree Professional Learning Communities districtwide. This will ensure all our new teachers have the training and will help us refine our data protocols and universal intervention time.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicators Credentialed Teachers	100% credential teachers	100% credential teachers			100% credential teachers
Local Indicators Standards aligned materials	100% standards aligned materials	100% standards aligned materials			100% state standards aligned materials
CA School Dashboard Academic Indicator-Mathematics	YELLOW performance level 23.4 points below standard	The CA School Dashboard did not produce an academic			BLUE performance level 10 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		indicator due to COVID.			
CA School Dashboard Academic Indicator- English language arts	ORANGE performance level 10.9 points below standard	The CA School Dashboard did not produce an academic indicator due to COVID.			BLUE performance level 10 points above standard
CA School Dashboard English Learner Progress Indicators Proficiency	2019-2020 1.4% making progress towards English language proficiency	2021-2022 25% making progress towards English language proficiency			80% making progress towards English language proficiency
CA School Dashboard English Learner Progress Indicators Reclassification	2019-2020 20% reclassification	2021-2022 15% reclassification			50% English learners reclassified
Smarter Balanced Assessments Mathematics	2018-19 Smarter Balanced Assessments Mathematics 41.59% of students are at or above standards	District results for spring 2021 42.30% students met or exceeded standards in mathematics. North Cottonwood Elementary School 40% all students met or exceeded standard for mathematics. 3rd- 43.64% 4th- 35% West Cottonwood Junior High School			Smarter Balanced Assessments Mathematics 75% of students are at or above standards North Cottonwood Elementary School 75% all students met or exceeded standard for mathematics. 3rd- 75% 4th- 75% West Cottonwood Junior High School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>43.80% all students met or exceeded the standard for mathematics.</p> <p>5th- 39.13%</p> <p>6th- 39.51%</p> <p>7th- 52.52%</p> <p>8th- 42.67%</p>			<p>75% all students met or exceeded the standard for mathematics.</p> <p>5th- 75%</p> <p>6th- 75%</p> <p>7th- 75%</p> <p>8th- 75%</p>
Smarter Balanced Assessments English language arts	<p>2018-19 Smarter Balanced Assessments English language arts 44.74% of students are at or above standards</p>	<p>District results for spring 2021 46.41% students met or exceeded standards in English language arts.</p> <p>North Cottonwood Elementary School 37.90% all students met or exceeded standard for English language arts.</p> <p>3rd- 40.91%</p> <p>4th- 33.75%</p> <p>West Cottonwood Junior High School 51.43% all students met or exceeded the standard for English language arts.</p> <p>5th- 44.56%</p> <p>6th- 54.32%</p> <p>7th- 64.64%</p>			<p>Smarter Balanced Assessments English language arts 75% of students are at or above standards</p> <p>North Cottonwood Elementary School 75% all students met or exceeded standard for English language arts.</p> <p>3rd- 75%</p> <p>4th- 75%</p> <p>West Cottonwood Junior High School 75% all students met or exceeded the standard for English language arts.</p> <p>5th- 75%</p> <p>6th- 75%</p> <p>7th- 75%</p> <p>8th- 75%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		8th- 39.75%			
Local Indicator Other Student Outcomes Local Assessments	Reading Data-STAR Reading All students at North Cottonwood in grades K-3 Benchmark (on grade level) 50% Strategic 19% Intensive 31% 1st Grade Benchmark (on grade level) 44% Strategic 25% Intensive 31% 2nd Grade Benchmark (on grade level) 28% Strategic 18% Intensive 54% 3rd Grade Benchmark (on grade level) 20% Strategic 14% Intensive 66%	Reading Data-STAR READING 2nd Trimester 1st Grade Benchmark (on grade level) 29% Strategic 8% Intensive 65% 2nd Grade Benchmark (on grade level) 52% Strategic 14% Intensive 34% 3rd Grade Benchmark (on grade level) 68% Strategic 9% Intensive 23% 4th Grade Benchmark (on grade level) 65% Strategic 28% Intensive 7%			Reading Data 1st Grade Benchmark (on grade level) 85% Strategic 10% Intensive 5% 2nd Grade Benchmark (on grade level) 85% Strategic 10% Intensive 5% 3rd Grade Benchmark (on grade level) 85% Strategic 10% Intensive 5% 4th Grade Benchmark (on grade level) 85% Strategic 10% Intensive 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Other Student Outcomes	100% of students will be offered a Broad Course of Study	100% of students will be offered a Broad Course of Study			100% of students will be offered a Broad Course of Study
Williams Quarterly Reports	100% students have access to instructional materials	100% students have access to instructional materials			100% students have access to instructional materials
Local Indicator English Learner Access	100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency.	100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency.			100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency.
Local Indicator Student with Exceptional Needs	100% of Students with Exceptional Needs have access to programs and services	100% of Students with Exceptional Needs have access to programs and services			100% of Students with Exceptional Needs have access to programs and services
Local Indicator Unduplicated Students	100% of Unduplicated Students have access to programs and services	100% of Unduplicated Students have access to programs and services			100% of Unduplicated Students have access to programs and services

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Assessment and data	Schools use ongoing assessment and monitoring system that provides timely data which in turn is used to inform teachers and principals	\$19,300.00	No

Action #	Title	Description	Total Funds	Contributing
		about student placement, diagnosis, progress and effectiveness program.		
1.2	Support for teachers	Academic coaches provided support for new teachers and academic improvement. New teacher support-Alliance for Teacher Education Continue to provide Curriculum & Instructional Coach Curriculum and instruction Coach for North Elementary School and West Junior High School	\$233,546.00	No
1.3	Foster Youth	<p>Foster Youth Liaison and/or Designated Staff Member will assist through the following actions:</p> <p>Close the achievement gap between foster youth and the general student population by having an identified staff member with each student.</p> <p>Promote school stability so they have access to a full range of educational opportunities and don't experience disruptions in their education.</p> <p>Ensure foster youth are promptly enrolled in school and in the right classes so they do not fall further behind when they must change schools.</p> <p>Ensure district foster youth liaison have adequate time, knowledge and resources to do their job.</p> <p>Ensure that every foster youth receives services from foster youth liaison or designated staff member who can provide individualized assistance in education planning/coordination and social emotional check-ins.</p> <p>Connect foster youth families to local resources.</p> <p>Help foster youth enroll in the After School Program, extra curricular activities, tutoring, counseling, other support and monitor progress to help students stay on track.</p>	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Special Education	<p>Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards.</p> <p>Students will be regularly progressed monitored to identify areas of strength and concern in order for staff to target their individual areas of need.</p> <p>Special Education students will be both challenged and supported by their regular ed teacher and any other support staff. Some of the more severe students will work directly with their Special Education teachers and support staff.</p> <p>The general ed teacher will meet weekly with special ed staff (speech teacher, counselor, psychologist, instructional aide, Special Ed teacher, etc.)</p> <p>Ensure students with disabilities are provided necessary supports.</p> <p>General and special educators work together to implement programs and services that enable students with disabilities to access the state academic content standards.</p> <p>Special Education students are provided with Tier 1, 2 , and 3 supports both academically and socially. Staff meet regularly to adjust goals and discuss each individual student needs.</p> <ul style="list-style-type: none"> • Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards. • Students will be regularly progressed monitored to identify areas of strength and concern in order for staff to target their individual areas of need. 	\$1,282,375.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Special Education students will be both challenged and supported by their regular ed teacher, Special Ed teacher, and any other support staff. • Effective communication strategies will be utilized between the general ed teacher and special ed staff (speech teacher, counselor, psychologist, instructional aide, Special Ed teacher, etc.) • Our SDC personnel will be trained in ProAct 		
1.5	English Learner	<p>Using the English Learner Road Map as our guide, we will provide our English Learners with the following: Language development will occur in and through subject matter learning and is integrated across the curriculum, including integrated English Learning Development and designated English Learning Development.</p> <p>Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas. English learners are provided access to the full curriculum along with the provision of appropriate English learner (EL) support and services. Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.</p> <p>Parents will be encouraged to participate in their child's education. Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency.</p>	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Integrated language development, content learning, and hands-on opportunities will be provided to all English Learners. Additional tutoring Translate school handbook and other documents		
1.6	Textbooks/Instructional Materials	Ensure California State Standards adopted textbooks and instructional materials are available to each student. Supplemental curriculum units, if needed.	\$8,000.00	No
1.7	Interventions	Intervention books and supplies Supplemental materials	\$1,000.00	Yes
1.8	Computer Based Programs	Provide instructional support (computer based programs)	\$66,149.00	No
1.9	Intervention for All Support	Learning Lab at North School Intervention for All Support Two intervention teachers at North and one intervention teacher at West Instructional assistants and benefits to provide small group instruction	\$348,012.00	Yes
1.10	Instructional Aides	Instructional Aides-Continue to provide instructional support for students at both sites.	\$60,970.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Professional Development	Continue to support professional development to deepen and expand the implementation of State Standards in reading, writing, math, Next Generation Science Standards, as well as provide training in Professional Learning Communities and technology. Conference fees Consultants	\$90,150.00	No
1.12	Parent Engagement	All parents are encouraged to make decisions for the district and school through serving on Site Council and providing feedback through Board meetings and surveys. Parents of unduplicated students and individuals with exceptional are reached out to teachers, support staff, counselors and administration to encourage their participation in their children's education.	\$2,179.00	Yes
1.13	Collaboration Time	Schedule collaboration time for grade level/subject collaboration (4 days per month) Continue to support weekly collaborative day (minimum day) Student data analysis, consistent assessments, pacing guides, Response to Intervention decisions for reteaching/advancement (cost associated with additional after school program hours)	\$0.00	No
1.14	Summer Professional Development	Support continuous school improvement summer training/collaboration Staff will be provided additional pay for attending two days in the summer to collaborate and plan for the next school year.	\$47,900.00	No
1.15	Technology	Technology-Continue to upgrade hardware Continue to purchase Chromebook replacements and carts Continue to support software-Data Management System for student achievement assessments DnA	\$200,150.00	No

Action #	Title	Description	Total Funds	Contributing
		Continue to support increased tech support-contracted services Books and supplies		
1.16	Early Childhood Education	Continue to support preschool to support early literacy and academic success. Preschool salaries Books and supplies Instructional materials	\$229,658.00	Yes
1.17	Literacy	Promote reading/early literacy Provide librarians at both sites- Librarian salary and benefits	\$144,716.00	No
1.18	Summer School	Summer School Teacher benefits and salary Instructional materials Books and supplies Services and other operating expenditures-Project SHARE Summer School	\$230,168.00	Yes
1.19	Tutoring	Tutoring to support at-risk students	\$61,400.00	Yes
1.20	Speech Pathologists	2 speech pathologist	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.21	School Climate	Positive Behavior Interventions and Supports	\$7,000.00	No
1.22	Special Education	Add an ERICS classroom at West Cottonwood Jr. High The Special Education Department operates the ERICS Program, which is a regional program sponsored by the Mountain Valley JPA.		No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

COVID provided challenges all year but we managed to implement the actions and services within the goal. There are no substantive differences in planned actions

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

There were no significant difference between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The actions helped us with making progress toward the goal. However, COVID placed a damper on parent volunteers, parent engagement events, student engagement, and interventions. We are focused on getting past COVID and the restrictions placed on the learning environment but especially the way we implemented interventions. Although we have used data to drive instruction, we have not been able to group our students according to needs in flexible groups due to the social distancing requirements. Masks also made it difficult to connect with students and for instructing reading. Additionally, our staff was flexible and strong and we were able to continue in-person instruction this past year and offering additional tutoring and summer school. Our students have had the added benefit of receiving additional academic and social supports. Although tutoring has been offered, it has not been used to its fullest potential. We will continue to encourage students to participate in tutoring. We will continue to focus on growth for all students in reading, math, science and social studies.

We have found it very challenging this year to go to professional development during the day because we were short on substitutes due to COVID.

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.

Action 1.9 We moved from two to three intervention teachers (2 at North and 1 at West).

We added the following actions:

1.21 to include Positive Behavior Instruction and Supports

1.22 to add an ERICS classroom to West Cottonwood Jr High to support our students in the Mountain Valley Special Education JPA.

1.5 Additional tutoring, translate school handbook and other documents

We are providing the following professional development based on identified need: ProAct Training, Culture Climate, Capturing Kids Hearts, Positive Behavior Interventions and Supports, CPR, and a "reboot" for Professional Learning Communities through Solution Tree as a focus on Tier I, II, III supports to increase student achievement. We may send a few staff members to EQ Schools workshop should we receive the communities schools grant. We will explore math adoptions through piloting.

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

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

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

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
	0.00%	\$0.00	

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.

All actions and services will be provided on an LEA-wide basis in our small, rural school district. The supplemental funds will be principally directed to support the unduplicated pupils and enhance the overall program.

In determining the most effective use of supplemental and concentration funds, the following information was considered:

- * Review of the CA School Dashboard student group report to identify which student groups need additional support
- * Current local and state metrics with actions and services in place
- * History of success with actions and services in district programs
- * Refinement of district programs to improve services to students
- * Validity of services based on best practices of effective schools and relevant research

With this analysis, the District has determined that the implementation of social emotional learning professional learning and support, early intervention in reading and math, ensuring that students have access to electives, and one-on-one support are the most effective uses of the concentration and supplemental dollars to meet the needs of our identified student group populations of socioeconomically disadvantaged, Foster Youth, and English Language Learning students.

We believe in providing and differentiating services and supports for each of our students. After much consideration, by our stakeholder groups, we identified actions and services that are principally directed to increase and improve services for our unduplicated population on a districtwide level. We believe these actions and services are the most effective in meeting our LCAP goals for unduplicated pupils.

- * Academic Coaches
- * Interventions-Excel Time
- * Professional Learning Communities-Identify students that are struggling/excelling and provide the necessary interventions to support their growth
- * District Speech Pathologists - In person speech services
- * Counseling
- * Parent engagement
- * Professional development-Explicit Direct Instruction, mathematics strategies, engagement strategies, training on childhood trauma and poverty, and social-emotional skills.
- * One-on-one support with instructional assistants
- * Electives
- * Assistant Principal
- * Special Education Director
- * Homeless/Foster Youth Coordinator
- * Attendance Clerk and attendance campaign
- * School Attendance meetings for chronically absent students
- * Transportation (encroachment)
- * Field Trips
- * After School Tutoring
- * After School activities

- * English Learner Coordinator
- * Foster Youth Coordinator
- * Provide communication about the week and upcoming events
- * Provide incentives and accolades
- * Music Program
- * Robotics Program
- * STEM
- * Kindergarten Readiness
- * Student Study Team
- * Physical Education
- * Classified Instructional Aides
- * Support Staff
- * College/Career Lessons
- * Preschool
- * English learner-After school tutoring support
- * Summer School
- * Restorative Justice professional development
- * Quarterly collaborative meetings with SCOE to target support for Native American students.

Academic Coaches-provide instructional services to our identified low-performing students. Coaches also collaborate with our grade level teachers to ensure that students are receiving appropriate intervention services, making adequate progress, and are able to participate in the classroom as much as possible. Coaches support staff in their Professional Learning Communities, help develop formative assessments, place students in interventions, and coordinate Intervention Excel time for both sites. Coaches provide training in current standards and curriculum.

Intervention/Excel Time-daily intervention and extension time offered for all students in literacy and mathematics. Response to Interventions-k-8-Instructional Aides and teachers provide daily interventions and extensions, principally directed at our unduplicated student groups. We will target individual student needs to close the achievement gaps that persist in California. Will be able to provide instructional services to our identified low-performing students. Teachers will also be able to collaborate with our grade level teachers to ensure that students are receiving appropriate intervention services, making adequate progress, and are able to participate in the classroom as much as possible.

Professional Learning Communities-teachers meet regularly with academic coaches and administration to identify students needing extra support both academically and socially. Students are provided with targeted interventions based on data analysis and teacher observation.

Speech Pathologists - The District hired two Speech Pathologists to service students on our campuses. It is felt this is an improvement over speech services provided online via computers.

Counseling-The Counselor is instrumental in providing support to our most vulnerable population. We believe the extra support increases student engagement and provides the skills necessary for students to make better choices and provide them with the social and emotional support to be successful in and out of school. These services will be improved and increased in this LCAP as we continue to grow our Social Emotional Practices and Tier 1, 2, and 3 behavior and academic supports. This extra support allows students to succeed both socially and academically. A Harvard study shows the Counselor effects on educational attainment are similar in magnitude to teachers' effects, but they flow through improved information and direct assistance, rather than through improved cognitive or non-cognitive skills. Counselor effectiveness is most important for low-achieving and low-income students, perhaps because these students are most likely to lack other sources of information and assistance. Good counselors tend to improve all measures of educational attainment but some specialize in improving high school behavior while others specialize in increasing selective college attendance. Improving access to effective counseling may be a promising way to increase educational attainment and close socioeconomic gaps in education.

Parent Engagement- We will also use our School Counselor, Foster Youth/Homeless Coordinator, and Principal to bridge and connect families with local community resources and provide collaborative parent engagement nights. These nights and resources assist parents in understanding how to support their students both academically and socially.

Professional Development-We will also continue to provide professional development and support to our certificated teachers and classified staff to incorporate formative assessments to target student's needs, Engagement Strategies, Best Instructional Practices, and Social Emotional Learning. This additional support will help students, especially those students identified as not performing at grade level, many of whom are from our targeted socioeconomically disadvantaged student group.

Instructional Aides and teachers provide daily interventions and extensions, principally directed at our unduplicated student groups. We will target individual student needs to close the achievement gaps that persist in California.

Middle school electives- Students are provided with many new educational opportunities and exposure through our electives. These programs are designed to help students develop collaboration, creativity, character and leadership skills in order to be successful now and as they move on to high school.

Assistant Principal (middle school only)/Special Education Director- provide support for students that are struggling with academic and behaviors both inside and outside of school. This additional support will provide students with extra support needed to be successful in school. Vice Principal coordinates all Special Education services in the district.

Homeless/Foster Youth Liaison-The Liaison will provide one-on-one support for our Foster/Homeless Youth. They will check in regularly with our Foster/Homeless Youth to ensure they have the necessary support to be successful in school. The Liaison will also connect the Foster Youth students to a trusted adult on campus so that they may have support from multiple caring adults. Furthermore, the Liaison will connect Foster/Homeless Youth and their families to necessary resources, support and programs like After School, extra curricular activities, etc.

Food Services-To ensure that the basic needs of our low income students are met, we will also be subsidizing the cost of both breakfast and lunch meals for low income students that qualify for reduced school meals. This service will ensure that these students will have their basic needs met so that they can be able to engage and be available for learning in the classroom.

English Learner Coordinator-provide support to English learners and their families to be successful in school. Provide staff with the necessary resources and professional learning opportunities to provide quality instruction to our English learner population. Attend English Learner Advisory Committee to listen to parent concerns and provide necessary support to increase English proficiency. Reclassify students that meet the criteria.

Attendance Campaign and Attendance Meetings-We will targeted our unduplicated student groups that need support in attending school. The school will meet with the parents and student to address any concerns or barriers preventing students from attending school. School-wide attendance campaigns will be used to encourage all students to attend school as we know attendance and academics are directly linked.

Transportation-Encroachment to support our unduplicated students. Without home to school transportation some of our most vulnerable students would not attend school on a regular basis as their families do not have the resources to transport them to and from school.

Field trips-provide exposure of new learning within our community and outside our community. Provides enrichment activities to support learning and socialization.

After School Tutoring-Provided to all student but is principally directed at supporting our unduplicated pupils. Tutoring provides one on one support for students struggling in math or literacy. The program also allows for a safe place for students to complete their work instead of going home to an empty house (if their parents are working).

After School activities-provides a safe place for students to socialize and learn new skills.

English Learner Coordinator-provide support to English learners and their families to be successful in school. Provide staff with the necessary resources and professional learning opportunities to provide quality instruction to our English learner population. Attend English Learner Advisory Committee to listen to parent concerns and provide necessary support to increase English proficiency. Reclassify students that meet the criteria.

Communication-effectively communicate through a variety of platforms with our most at-risk student populations. May include email, social media, home visits, community events, newsletters, robo calls, text, flyers, family education nights, etc. May also include Monday Memo from Superintendent and Principals to staff.

Opportunity Class- a class designed as an alternative to suspensions and Refocus Class as a Tier 2 intervention

Incentive/Accolades-provide students and staff with incentives and accolades about good things taking place.

Music Program-provides unduplicated students an opportunity to learn new skills and promotes confidence.

Robotics Program-provide students with an opportunity to create, collaborate, communicate, and compete with their peers and other school sites. Introduce students to STEM opportunities and travel, if applicable.

STEM-provides unduplicated students opportunity to be exposed to and learn about Science Technology Engineering and Mathematics.

Kindergarten Readiness-This program provides a jump start for parents of unduplicated students. The assessments, information and resources provide specific information for each child in order for parents and teachers to target students in math, literacy, fine/gross motors skills and social skills. This program also provide for parent engagement and bridges school to home communication and services.

Student Study Team substitutes-Substitutes are provided to allow the teacher to attend Student Study Team meetings to support unduplicated students and develop a plan for interventions and assessments.

Physical Education-This program allows teachers to implement interventions and targeted our most at-risk student populations with math and English language arts.

Classified Instructional Aides-This program provides one on one support for students to differentiated instruction and provide interventions for our most at-risk students.

Support Staff-Our support staff have proven to be instrumental in providing support to students district-wide. Their services are especially beneficial to students in our targeted student group of low income students because they are able to engage and provide one-on-one support to them. Without their services, it would stretch our already small staff. We believe this will maximize student learning in the classroom and provide them with the much needed emotional and academic services.

College/Career Lessons-exposes students to goal setting, growth mindset, colleges, careers, and soft skills. Steps for planning for student's futures.

Preschool-will prepare our unduplicated students to meet the standards and school expectations.

English learner-After school tutoring support

Summer School-additional support for our unduplicated students to increase academic growth.

Restorative Justice Practices professional development for staff to support Native American students.

Quarterly collaboration meetings to target support for our Native American student population in truancy and family engagement.

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

The following actions and services are increased and improved to support our most at-risk student populations:

A significant amount of funding is being directed to our unduplicated students to support their academic and social emotional needs.

Services for foster youth, English learners and low-income students are being increased or improved by through the actions indicated in the box above. Students in these groups are provided with additional resources depending on their identified need.

Student Data Systems-We use a data system to effectively track and target our most at-risk students. The data system provides a way to communicate with parents and allows staff to identify Tier 1, 2, and 3 students supports both academically and behaviorally.

Interventions-Our instructional interventions are implemented daily to assist students with their identified areas of need. Our staff recognize that students can have many different needs. Staff work in small groups to support individual student need in academically and socially.

Junior High instructional interventions are intentional and they're aimed at a particular challenge. Students are provided with targeted support.

Specific and formalized: Intervention is provided within the classroom and an intervention teacher provides small group instruction based on student needs.

They're set up this way so you and the school can monitor progress. A significant amount of time and funding have been and will continue to be directed for tutoring and interventions to support these students. Our robust intervention system targets students needs and are adjusted based on the local data.

Even though instructional interventions are formalized, they can be flexible, too. For example, if a program isn't helping a student, the school might change it. This could mean increasing the amount of time a student gets reading support each week. Or it might mean getting more intense support—like moving from small group instruction to one-on-one help.

English learner instruction--Students are progress monitored on a regular basis in order to target our most at-risk students both academically and behaviorally. Staff meet weekly to discuss the data, the needs of each child and make a plan to support each child.

Students are provided with small group homework assistance in a comfortable, supportive environment on a daily basis. Students are taught organization skills as well during this time. Our staff provides differentiated support in any area the students are struggling in.

Music teacher-We provide a music teacher to engage our most at-risk student in school. Music instruction appears to accelerate brain development in young children, particularly in the areas of the brain that are responsible for processing sound, language development, speech perception and reading skills, according to initial results of a five-year study by USC neuroscientists. Research also shows music training strengthens children's brains, decision-making network. If the brain is a muscle, then learning to play an instrument and read music is the ultimate exercise. Two new studies from the Brain and Creativity Institute at USC show that as little as two years of music instruction has multiple benefits. Music training can change both the structure of the brain's white matter, which carries signals through the brain, and gray matter, which contains most of the brain's neurons that are active in processing information. Music instruction also boosts engagement of brain networks that are responsible for decision making and the ability to focus attention and inhibit impulses.

Professional development strategies-Engagement and instructional strategies professional development give the teachers the tools needed to support the unduplicated students.

Foster youth services-small group support and assigning students a trusted adult on campus that provide check-ins/check-outs.

English learner-small group support and after school tutoring. Supplement English learner students fees for After School Care.

Professional development in Multi-Tiered System of Support to support our unduplicated population.

Multi-Tiered System of Support-The three tiered system is in place to provide the identified area of support for each of our unduplicated students.

Counselors-support Social Emotional Learning for our most at-risk students.

Behavioral Specialists-Provide one-on-one support for our at-risk students. Continue check-ins/check-out system.

Attendance campaign-target students that are chronically absent to understand the barriers for attending school. Make connections with students and their families to provide the necessary supports needed to attend school.

Preschool to provide students with the necessary skills for a successful transition into kindergarten.
We will teach students restorative justice strategies.

We will meet quarterly in collaborative sessions with SCOE to support Native American students who are at risk of dropping out of school.

Following are links to evidenced-based programs and research that supports our actions and services in our plan:

"What Really Counts When We Teach?" by Alan Schoenfeld in Achieve the Core, April 18, 2017,
<http://achievethecore.org/aligned/what-really-counts-when-we-teach/>; Schoenfeld can be reached at alans@berkeley.edu.

"Learning from the Past: What ESSA Has the Chance to Get Right" by Danielle Dennis in The Reading Teacher, January/February 2017 (Vol. 70, #4, p. a395-400), <http://bit.ly/2jpuGfP>; Dennis can be reached at dennis@usf.edu.

"Time for Teacher Learning, Planning Critical for School Reform" by Eileen Merritt in Phi Delta Kappan, December 2016/January 2017 (Vol. 98 #4, p. 31-36), www.kappanmagazine.org.

"Beyond Teachers: Estimating Individual Guidance Counselors' Effects on Educational Attainment" by Christine Mulhern*Harvard University, January 30, 2020 http://papers.cmulhern.com/Counselors_Mulhern.pdf, Christine can be reached at Mulhern@g.harvard.edu.

Upshur, C. C., Heyman, M., Wenz-Gross, M. (2017). Efficacy trial of the Second Step Early Learning (SSEL) curriculum: Preliminary outcomes. *Journal of Applied Developmental Psychology*, 50, 15–25.

Low, S., Cook, C. R., Smolkowski, K., & Buntain-Ricklefs, J. (2015). Promoting social-emotional competence: An evaluation of the elementary version of Second Step. *Journal of School Psychology*, 53, 463–477.

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Edwards, D., Hunt, M. H., Meyers, J., Grogg, K. R., & Jarrett, O. (2005). Acceptability and student outcomes of a violence prevention curriculum. *The Journal of Primary Prevention*, 26, 401–418. doi:10.1007/s10935-005-0002-z

Espelage, D. L., Low, S., Polanin, J. R., & Brown, E. C. (2013). The impact of a middle school program to reduce aggression, victimization, and sexual violence. *Journal of Adolescent Health*, 53(2), 180–186.

Espelage, D. L., Polanin, J. R., & Rose, C. A. (2015, in press). Social-emotional learning program to reduce bullying, fighting, and victimization among middle school students with disabilities. *Remedial and Special Education*, doi: 10.1177/0741932514564564

Nickerson, A. B., Livingston, J. A., Kamper-DeMarco, K. (2018). Evaluation of Second Step child protection videos: A randomized controlled trial. *Child Abuse & Neglect* 76, 10–22.

Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). *The economic value of social and emotional learning*. New York: Center for Benefit-Cost Studies in Education, Teachers College, Columbia University.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432.

Jones, D. E., Greenberg, M., and Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*. Advance online publication. doi:10.2105/AJPH.2015.302630

Smith, B. H., & Low, S. (2013). The role of social-emotional learning in bullying prevention efforts. *Theory into Practice*, 52(4), 280–287. doi:10.1080/00405841.2013.829731

Taylor, R.D., Oberle, E., Durlak, J.A., & Weissberg, R.P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: a meta-analysis of follow-up effects. *Child Development*, 88(4): 1156–1171.

Bowers, L. M. & Schwarz, I. (2018). Preventing summer learning loss: Results of a summer literacy program for students from low-SES homes. *Reading & Writing Quarterly*, 34(2), 99-116. Retrieved from <https://eric.ed.gov/?id=EJ1171006>
Request full text available at <https://www.researchgate.net/publication/319596929>

Campbell, L. O., Sutter, C. C., & Lambie, G. W. (2019). An investigation of the summer learning effect on fourth grade students' reading scores. *Reading Psychology*, 40(5), 465- 490. Retrieved from <https://eric.ed.gov/?id=EJ1223737>
Request full text available at <https://www.researchgate.net/publication/333879628>

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.

Not applicable

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,895,710.00	\$488,766.00	\$539,611.00	\$1,157,792.00	\$4,081,879.00	\$2,724,270.00	\$1,357,609.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Assessment and data	All		\$19,300.00			\$19,300.00
1	1.2	Support for teachers	All				\$233,546.00	\$233,546.00
1	1.3	Foster Youth	Foster Youth	\$1,500.00				\$1,500.00
1	1.4	Special Education	Students with Disabilities	\$547,190.00		\$539,611.00	\$195,574.00	\$1,282,375.00
1	1.5	English Learner	English Learners	\$2,000.00				\$2,000.00
1	1.6	Textbooks/Instructional Materials	All	\$8,000.00				\$8,000.00
1	1.7	Interventions	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
1	1.8	Computer Based Programs	All		\$66,149.00			\$66,149.00
1	1.9	Intervention for All Support	English Learners Foster Youth Low Income	\$103,597.00			\$244,415.00	\$348,012.00
1	1.10	Instructional Aides	English Learners Foster Youth Low Income	\$60,970.00				\$60,970.00
1	1.11	Professional Development	All	\$20,500.00	\$69,000.00		\$650.00	\$90,150.00
1	1.12	Parent Engagement	English Learners Foster Youth				\$2,179.00	\$2,179.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.13	Collaboration Time	All					\$0.00
1	1.14	Summer Professional Development	All	\$47,900.00				\$47,900.00
1	1.15	Technology	All	\$128,160.00	\$19,500.00		\$52,490.00	\$200,150.00
1	1.16	Early Childhood Education	Foster Youth Low Income	\$229,658.00				\$229,658.00
1	1.17	Literacy	All	\$136,522.00	\$8,194.00			\$144,716.00
1	1.18	Summer School	English Learners Foster Youth Low Income		\$230,168.00			\$230,168.00
1	1.19	Tutoring	English Learners Foster Youth Low Income	\$1,000.00	\$60,400.00			\$61,400.00
1	1.20	Speech Pathologists	English Learners Foster Youth Low Income					\$0.00
1	1.21	School Climate	Students with Disabilities	\$7,000.00				\$7,000.00
1	1.22	Special Education	Students with Disabilities					
2	2.1	Parent Engagement	English Learners Foster Youth Low Income	\$500.00				\$500.00
2	2.2	Communication	All	\$8,350.00				\$8,350.00
2	2.3	Broad Course of Study	All	\$63,113.00				\$63,113.00
2	2.4	Behavioral Counseling/Social Emotional Support	Foster Youth Low Income	\$167,750.00	\$16,055.00		\$78,158.00	\$261,963.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	Attendance Campaign	English Learners Foster Youth Low Income	\$7,000.00				\$7,000.00
2	2.6	Facilities	All	\$346,000.00				\$346,000.00
2	2.7	Target Chronically Absent Students	All					\$0.00
2	2.8	Assistant Principal	Foster Youth Low Income				\$230,930.00	\$230,930.00
2	2.9	Home School Program	All	\$5,000.00			\$119,850.00	\$124,850.00
2	2.10	Special Education and Student Support	At-risk students Students with Disabilities					\$0.00
2	2.11	Professional Development	English Learners	\$2,000.00				\$2,000.00
2	2.12	LCSP Native American Grant for Student Success	Foster Youth Low Income	\$1,000.00				\$1,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
			0.00%		\$577,975.00	0.00%	0.00 %	Total:	\$577,975.00
								LEA-wide Total:	\$574,475.00
								Limited Total:	\$3,500.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$1,500.00	
1	1.5	English Learner	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,000.00	
1	1.7	Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
1	1.9	Intervention for All Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$103,597.00	
1	1.10	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,970.00	
1	1.12	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.16	Early Childhood Education	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$229,658.00	
1	1.18	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.19	Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
1	1.20	Speech Pathologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.1	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	
2	2.4	Behavioral Counseling/Social Emotional Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$167,750.00	
2	2.5	Attendance Campaign	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,000.00	
2	2.8	Assistant Principal	Yes	LEA-wide	Foster Youth Low Income	All Schools		
2	2.11	Professional Development	Yes	LEA-wide	English Learners	All Schools	\$2,000.00	
2	2.12	LCSP Native American Grant for Student Success	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,158,628.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Assessment and data	No	\$19,300.00	
1	1.2	Support for teachers	No	\$233,546.00	
1	1.3	Foster Youth	Yes	\$1,500.00	
1	1.4	Special Education	No	\$1,282,375.00	
1	1.5	English Learner	Yes	\$2,000.00	
1	1.6	Textbooks/Instructional Materials	No	\$23,500.00	
1	1.7	Interventions	Yes	\$1,000.00	
1	1.8	Computer Based Programs	No	\$66,149.00	
1	1.9	Intervention for All Support	Yes	\$246,045.00	
1	1.10	Instructional Aides (Kindergarten & First)	Yes	\$152,900.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Professional Development	No	\$62,952.00	
1	1.12	Parent Engagement	Yes	\$300.00	
1	1.13	Collaboration Time	No	\$0.00	
1	1.14	Summer Professional Development	No	\$47,900.00	
1	1.15	Technology	No	\$123,984.00	
1	1.16	Early Childhood Education	Yes	\$187,306.00	
1	1.17	Literacy	No	\$139,883.00	
1	1.18	Summer School	Yes	\$288,511.00	
1	1.19	Tutoring	Yes	\$134,000.00	
1	1.20	Speech Pathologists	Yes	\$179,190.00	
2	2.1	Parent Engagement	Yes	\$500.00	
2	2.2	Communication	No	\$13,775.00	
2	2.3	Broad Course of Study	No	\$38,927.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Behavioral Counseling/Social Emotional Support	Yes	\$252,900.00	
2	2.5	Attendance Campaign	Yes	\$7,000.00	
2	2.6	Facilities	No	\$360,000.00	
2	2.7	Target Chronically Absent Students	No	\$0.00	
2	2.8	Assistant Principal	Yes	\$107,117.00	
2	2.9	Home School Program	No	\$186,068.00	
2	2.10	Special Education and Student Support	No	\$0.00	

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$786,898.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Foster Youth	Yes	\$1,500.00			
1	1.5	English Learner	Yes	\$2,000.00			
1	1.7	Interventions	Yes	\$1,000.00			
1	1.9	Intervention for All Support	Yes	\$97,300.00			
1	1.10	Instructional Aides (Kindergarten & First)	Yes	\$152,900.00			
1	1.12	Parent Engagement	Yes	\$100.00			
1	1.16	Early Childhood Education	Yes	\$187,306.00			
1	1.18	Summer School	Yes	\$2,000.00			
1	1.19	Tutoring	Yes	\$1,000.00			
1	1.20	Speech Pathologists	Yes	\$179,190.00			
2	2.1	Parent Engagement	Yes	\$500.00			
2	2.4	Behavioral Counseling/Social Emotional Support	Yes	\$128,102.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	Attendance Campaign	Yes	\$7,000.00			
2	2.8	Assistant Principal	Yes	\$27,000.00			

2021-22 LCFF Carryover Table

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

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022

COTTONWOOD UNION SCHOOL DISTRICT
2022/2023 ADOPTED BUDGET
June 28, 2022

AB1200/AB 256 requires the Board of Trustees to adopt a budget by July 1st of each fiscal year. This budget is for the period of July 1, 2022 through June 30, 2023. The following information focuses on the General Fund noting budget assumptions and changes since the 2021/22 Second Interim Report.

Enrollment: The District’s enrollment in October 2021 was **920** students. This is a drop of 28 students from October 2020. The district is projecting enrollment to be **867** in the fall of 2022.

Average Daily Attendance (ADA) Calculation: ADA was projected using 95% of the enrollment. Projected ADA for 2022/23 is **826.35**, which includes students served in NPS and other programs.

Number of Teachers: The school district has budgeted for a teaching staff of 52.0 FTE, which includes the 2 FTE curriculum coach positions. **This is a decrease of 1.0 FTE from last year.**

REVENUES

	2021-22 Adopted Budget	2021-22 Second Interim	2022-23 Adopted Budget	Change
Revenue Limit (LCFF)	\$8,892,544	\$8,843,254	\$8,679,554	-\$163,700
Federal Revenue	\$3,075,934	\$2,019,331	\$1,807,082	-\$212,249
State Revenue	\$1,355,374	\$1,303,650	\$1,455,998	\$152,348
Local Revenue	\$867,721	\$911,297	\$955,532	\$44,235
Other Income Source				
Total Revenue	\$14,191,573	\$13,077,532	\$12,898,166	-\$179,366

LCFF funding has decreased by (\$163,700). **The current budget is based on the following assumptions: 831.44 ADA, 49.6% Unduplicated, 6.56% COLA.**

Federal Revenue decreased by (\$212,249). There was an increase in Special Ed funding of \$8,800 and \$3,300 in Forest Reserve Funds. The decrease in revenue is in Resources 3212-3218 (ESSER funds). (See attached “Additional COVID/Cares Act Fund Summary”).

State Revenue increased \$152,348. The STRS on Behalf entry increased \$213,000. There are many revenue sources that increased/decreased to balance out to the overall increase.

Local Revenue increased \$44,235. This increase is manly from Special Ed funding, Preschool Revenue, and Inter-Agency Revenue from CCCS.

EXPENDITURES

	2021-22 Adopted Budget	2021-22 Second Interim	2022-23 Adopted Budget	Change
Certificated Salaries	\$4,846,561	\$4,770,638	\$4,606,517	-\$164,121
Classified Salaries	\$1,807,448	\$1,767,269	\$2,050,236	\$282,967
Employee Benefits	\$2,846,056	\$2,834,380	\$3,162,994	\$328,614
Books & Supplies	\$424,065	\$663,420	\$471,997	-\$191,423
Services & Other Exp's	\$2,174,457	\$2,480,375	\$2,648,832	\$168,457
Capital Outlay	\$135,000	\$180,000	\$207,700	\$27,700
Other Outgo	\$46,922	\$46,922	\$0	-\$46,922
Direct Support/Indirect Costs	\$0	\$0	\$0	\$0
Interfund Transfers Out	\$65,000	\$65,000	\$30,000	-\$35,000
Total Expenditures	<u>\$12,345,509</u>	<u>\$12,808,004</u>	<u>\$13,178,276</u>	<u>\$370,272</u>

Certificated Salaries for 2022/23 are based on a teaching staff of 52.0 FTE's. (This includes the 2.0 FTE Curriculum Coaches). This is a decrease of 1.0 FTE in the teaching staff. The budget includes the 5% Salary Increase and step and column increases. **There following position reductions are also incorporated in the 22/23 budget: 1.0 Counselor, 2.0 Speech Pathologists.**

Classified Salaries for 2022/23 are based on 48.19 FTE; and increase of 2.0 FTE over last year. The 5% Salary Increase and step and column have been included. The following board approved additions are also included: additional six days/year for Custodians/Maintenance, all Bus Drivers are now full-time, Health Clerk increased to 5.75 hr/day, TK Inst. Assts now 5.75 hr/day and one new Inst Asst position added.

Employee Benefits increased by \$328,614. The following rate changes are noted:

- STRS rate is 19.1%; up from 16.92% = \$63,274 increase
 - PERS rate is 25.37%; up from 22.91% = \$91,073 increase
 - SS/Medicare rate is unchanged = \$28,078 increase
 - H & W Benefits currently unchanged = \$69,463 decrease
 - Unemployment rate is unchanged = \$2,365 decrease
 - Workers' Comp rate is \$1.56; down from \$1.76 = \$12,912 decrease
- (This includes ALL the new positions as well)

(See separate sheet "Retirement Rate Increases" to see anticipated increase in STRS/PERS rates.)

Books & Supplies changed in the following areas resulting in an overall decrease of (\$191,423): Instructional Materials (\$22,000), Non-Capitalized Equip. (\$160,000), General Supplies (\$15,000).

Services & Other Exp's. changed in the following areas resulting in an overall increase of \$168,457: Contracted services for Special Education \$62,300, Professional Development (\$5,000), Dues/Insurance/Utilities \$16,000, Rentals/Contracted Services \$10,000, General Operating Expenses (\$100,000) and Personal Contracted Services \$175,000.

Capital Outlay increased \$63,000. The budget includes new playground equipment for Preschool –Kindergarten \$130,700, new traffic signs with lights \$64,000 and additional radios \$13,000.

Other Outgo decreased by (\$46,922). Fund 25 is budgeted to pay the whole lease payment in 2022/23 and nothing out of the General Fund.

Interfund Transfers In/Out decreased (\$35,000). The budget includes interfund transfers for the following items: **Transfer to Fund 40 for Pool Repairs \$30,000. No contribution to the Cafeteria Fund is budgeted at this time.**

DEFICIT SPENDING/SURPLUS

The district is projecting a **deficit of (\$280,110)**. This is the amount that expenditures exceed revenue for the 2022/23 fiscal year.

ENDING FUND BALANCE

The Adopted budget has a projected ending fund balance of **\$3,875,075**. *(See separate sheet “Ending Balance Components” for the breakdown of the ending balance.)*

Assignments have been designated for the future use of these funds that are in excess of the minimum reserve requirements. *(See separate sheet “Balances Above Minimum Reserve Requirements”.)*

CASH BALANCE

The district is projecting to have a **positive cash balance of \$3,022,933 on June 30, 2023**. *(See separate sheet “Cash flow Worksheet” for projected monthly cash breakdown.)*

ADDITIONAL REVENUES NOT INCLUDED IN ADOPTED BUDGET

Until the Governor’s Budget passes, the following revenues *are not included*. Passage of the State Budget will require a 45-Day Revision presented to the board in August with any updates.

1) **UPK Program** – Universal Pre-Kindergarten Program. The district is projected to receive approximately **\$116,655** for this program.

2) **Increase to LCFF Base Revenue** amount:

	<u>K-3</u>	<u>4-6</u>	<u>7-8</u>	<u>Total</u>
Increase to Base	\$266	\$270	\$278	
Projected ADA	356.06	281.69	193.69	831.44
Additional Revenue Estimate	\$94,712	\$76,056	\$53,846	\$224,614

3) **Discretionary Block Grant:** currently proposed at \$1,500/ADA. This would mean **\$1,247,160** approximately for the district. These funds require approval by the board BEFORE spending. A plan for these funds will be presented to the board for approval.

- 4) **AB130 (Special Ed Funding).** The district should receive \$65,105 total. These funds must be spent by the district and then reimbursed by the SELPA. Most of it will be spent in professional development and a new playground structure for special ed students.

MULTI-YEAR PROJECTIONS

Staffing changes are accounted for in the MYP by reducing six certificated positions hired in 2021/22 using the ESSER funding; these positions are removed from the 2023/24 year.

Basic Assumptions for the MYP are shown below:

	<u>2023/24</u>	<u>2024/25</u>
Estimated Funded ADA	821.75	814.15
Unduplicated %	47.89%	47.79%
STRS	19.1%	19.1%
PERS	25.2%	24.6%

Step/Column is included for both Certificated and Classified.

(See separate sheet "Multi-Year Projections – 2022/23 Adopted Budget".)

OTHER FUNDS

(Form 8) Student Activity Special Revenue Fund has a beginning and ending balance of \$26,558. This fund will be revised with 2021/22 revenues and expenditures once the Unaudited Actuals are complete in September.

(Form 13) Cafeteria Fund has a beginning balance of \$148,288. Revenues are budgeted at \$515,685. Expenses are budgeted to be \$419,008. No contribution is budgeted from the General Fund at this time. The projected ending balance is \$244,965. Inventory is estimated to be valued at \$4,335.

(Form 20) Retiree Fund has a beginning balance of \$205,119. The estimated interest is \$875. No expenses are budgeted. The ending balance is projected to be positive with a balance of \$205,994.

(Form 25) Capital Facilities Fund has a beginning balance of \$76,835. Projected revenue from developer fees and interest is \$68,925. Operating expenses for developer fee collection is budgeted at \$650. This fund is budgeted to pay the full \$93,844 payment for the kindergarten classrooms. The payments made this year will be payments #5 and #6 of 30. The ending balance projection is positive with a balance of \$51,266.

(Form 40) Special Reserve for Capital Outlay Projects has a beginning balance of \$116,433. A contribution of \$30,000 from the General Fund for pool repairs at West is budgeted this year. Interest of \$350 is budgeted. The ending balance is projected to be positive with a balance of \$146,783.

(Form 51) Bond Interest and Redemption Fund has a beginning balance of \$232,142. Local taxes collected for bond payment is estimated to be \$175,377. Debt payment for the bond is estimated at \$205,000. The ending balance projection is a balance of \$202,519.

Additional COVID/Cares Act Funding Summary
As of June 9, 2022 - Estimated for 22-23 Adopted Budget

<u>RESC</u>	<u>Name of Funding</u>	<u>Total Apportionment</u>	<u>Actual 2020-21</u>	<u>Estimated 2021-22</u>	<u>Budgeted 2022-23</u>	<u>To be Budgeted 2023-24</u>
3215	GEER	\$51,521	\$19,644	\$31,877		
3212	ESSER II	\$820,295	\$36,509	\$475,524	\$308,262	
3213	ESSER III	\$1,470,833	\$0	\$518,942	\$685,512	\$266,379
3214	ESSER III (20% LLM)	\$367,708	\$0	\$177,422	\$190,286	\$0
7422	IPI- IN PERSON INSTRUCTION	\$324,345	\$169,413	\$154,932	\$0	\$0
7425	ELO GRANT	\$269,703	\$98,941	\$95,978	\$74,784	\$0
7426	ELO PARA	\$58,673	\$36,804	\$21,869	\$0	\$0
3216	ELO ESSER II (State)	\$86,675	\$0	\$84,762	\$1,913	
3217	ELO GEER II	\$19,889	\$0	\$19,889	\$0	
3218	ELO ESSER III (State)	\$56,460	\$0	\$0	\$30,000	\$26,460
3219	ELO ESSER III (State LL)	\$97,330	\$0	\$0	\$0	\$97,330
Totals		\$3,623,432	\$361,311	\$1,581,195	\$1,290,757	\$390,169
			Total of Expenditures Above		\$3,623,432	
**Highlighted cells indicate year funding expires.						

Ending Balance Components
2022-23 Adopted Budget

	2021-22 Adopted Budget	2021-22 Second Interim	2022-23 Adopted Budget	Change
UNRESTRICTED				
Rev Cash/Ppds/Stores	\$ 2,000	\$ 2,000	\$ 2,000	\$ -
Economic Uncertainty	\$ 619,710	\$ 640,405	\$ 658,920	\$ 18,515
Prepaid Expenses				
Other Assignments				
Lottery-Site 20	\$ 78,816	\$ 83,200	\$ 92,662	\$ 9,462
Lottery-Site 50	\$ 26,200	\$ 20,845	\$ 13,207	\$ (7,638)
EPA (Assigned for Teacher Salaries)				
Assigned for Future District Priorities	\$ 3,291,569	\$ 3,175,537	\$ 2,916,841	\$ (258,696)
Future Bus Fleet Replacement	\$ 125,000	\$ 125,000	\$ 125,000	\$ -
Future Technology Needs	\$ 100,000	\$ 100,000	\$ 100,000	\$ -
Future Textbook Purchases	\$ 200,000	\$ 200,000	\$ 200,000	\$ -
Future Sp Ed Student Needs	\$ 250,000	\$ 250,000	\$ 250,000	\$ -
Future Staffing Needs/Growth	\$ 600,000	\$ 600,000	\$ 600,000	\$ -
Future Cash Flow Needs	\$ 2,016,569	\$ 1,900,537	\$ 1,341,841	\$ (558,696)
Set Aside for Retirement Incentives	\$ -	\$ -	\$ 300,000	\$ 300,000
Undesignated	\$ -	\$ -	\$ -	\$ -
Total Unrestricted	\$ 4,018,295	\$ 3,921,987	\$ 3,683,630	\$ (238,357)
RESTRICTED				
Medi-Cal	\$ 330	\$ -	\$ -	\$ -
Lottery				
Site 20	\$ -	\$ 8,545	\$ 2,504	\$ (6,041)
Site 50	\$ 59,810	\$ 68,434	\$ 68,443	\$ 9
ESSER I Funding (Resc 3210)	\$ -	\$ -	\$ -	\$ -
ESSER II Funding (Resc 3212)	\$ 464,399	\$ -	\$ -	\$ -
ESSER III Funding (Resc 3213)	\$ 696,866	\$ -	\$ -	\$ -
ESSER III Funding (Resc 3214) 20% for LLM	\$ 164,587	\$ -	\$ -	\$ -
Gov Emerg Relief Fund (Resc 3215)	\$ -	\$ -	\$ -	\$ -
Educator Effectiveness (Resc 6266)	\$ -	\$ 156,219	\$ 120,498	\$ (35,721)
Expanded Learning Opp (ELO) (Resc 7425,7426)	\$ -	\$ -	\$ -	\$ -
Total Restricted	\$ 1,385,992	\$ 233,198	\$ 191,445	\$ (41,753)
TOTAL Ending Balance	\$ 5,404,287	\$ 4,155,185	\$ 3,875,075	\$ (280,110)

**Adopted Budget
 2022-23 Budget Attachment
 Balances Above Minimum Reserve Requirements**

Reasons for Assigned and Unassigned Ending Fund Balances Above the Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances above the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/unappropriated Fund Balances		Objects 9780/9789/9790		
Form	Fund	2022-23	2023-24	2024-25
01	General Fund/County School Service Fund	\$3,683,630.00	\$3,710,650.00	\$3,911,967.00
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$0.00	\$0.00	\$0.00
Total Assigned and Unassigned Ending Fund Balances		\$3,683,630.00	\$3,710,650.00	\$3,911,967.00
District Standard Reserve Level		4%	4%	4%
Less District Minimum Reserve for Economic Uncertainties		\$527,131.00	\$492,952.00	\$480,564.00
Remaining Balance to Substantiate Need		\$3,156,499.00	\$3,217,698.00	\$3,431,403.00

Reasons for Fund Balances Above the Minimum Reserve for Economic Uncertainties					
Form	Fund	Description of Need	2022-23	2023-24	2024-25
01	General Fund/County School Service Fund	Additional Reserve for Economic Uncertainty	\$131,789.00	\$123,238.00	\$120,141.00
01	General Fund/County School Service Fund	Instructional Materials Purchases	\$105,869.00	\$105,869.00	\$105,869.00
01	General Fund/County School Service Fund	Future Bus Fleet Replacement	\$125,000.00	\$125,000.00	\$125,000.00
01	General Fund/County School Service Fund	Future Technology Needs	\$100,000.00	\$100,000.00	\$100,000.00
01	General Fund/County School Service Fund	Future Textbook Purchases	\$200,000.00	\$200,000.00	\$200,000.00
01	General Fund/County School Service Fund	Future SpEd Student Needs	\$250,000.00	\$250,000.00	\$250,000.00
01	General Fund/County School Service Fund	Future Staffing Needs/Growth	\$600,000.00	\$600,000.00	\$600,000.00
01	General Fund/County School Service Fund	Future Cash Flow Needs	\$1,341,841.00	\$1,711,591.00	\$1,928,393.00
01	General Fund/County School Service Fund	Set Aside for Retirement Incentives	\$300,000.00	\$0.00	\$0.00
01	General Fund/County School Service Fund	Revolving Account Funds	\$2,000.00	\$2,000.00	\$2,000.00
Insert Lines above as needed					
Total of Substantiated Needs			\$3,156,499.00	\$3,217,698.00	\$3,431,403.00

Remaining Unsubstantiated Balance	\$0.00	\$0.00	\$0.00
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Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

**Cottonwood Union Elementary
Cashflow Worksheet
2022/2023 Adopted Budget**

	Object	January	February	March	April	May	June	Accruals / Adjustments	TOTAL
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH	9110	5,006,933	5,130,587	4,686,144	4,532,221	5,105,653	4,556,584		
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	418,908	418,908	418,908	418,908	418,908	0	418,904	4,654,528
EPA	8012	0	0	524,490	0	0	524,490	0	2,097,959
Property Taxes	8020-8079	6,232	0	0	528,690	2,671	0	0	2,531,073
Miscellaneous Funds	8080-8099	(51,229)	(51,229)	(116,072)	(58,036)	(58,036)	0	0	(604,006)
Federal Revenue	8100-8299	244,574	144,583	(21,409)	568,791	26,735	(258,232)	283,394	1,807,082
Other State Revenue	8300-8599	353,758	56,954	56,954	360,697	56,954	(592,454)	734,705	1,455,998
Other Local Revenue	8600-8799	112,035	156,723	93,298	66,196	130,508	(170,936)	170,936	955,532
Interfund Transfers In	8910-8929	0	0	0	0	0	0	0	0
All Other Financing Sources	8930-8979	0	0	0	0	0	0	0	0
Other Receipts/Non-Revenue		0	0	0	0	0	0	0	0
TOTAL RECEIPTS		1,084,279	725,940	956,168	1,885,246	577,739	(497,133)	1,607,939	12,898,166
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	398,750	406,872	403,440	416,298	411,972	511,326	0	4,606,517
Classified Salaries	2000-2999	167,674	168,797	166,012	166,308	183,049	223,165	0	2,050,236
Employee Benefits	3000-3999	245,068	281,187	265,260	285,138	267,663	227,026	613,072	3,162,994
Books, Supplies and Services	4000-5999	250,388	281,003	201,019	356,050	231,753	75,000	125,000	3,120,829
Capital Outlay	6000-6999	0	0	0	207,700	0	0	0	207,700
Other Outgo	7000-7499	0	0	0	0	0	0	0	0
Interfund Transfers Out	7600-7629	0	0	0	0	0	0	30,000	30,000
All Other Financing Uses	7630-7699	0	0	0	0	0	0	0	0
Other Disbursements/ Non Expenditures		0	0	0	0	0	0	0	0
TOTAL DISBURSEMENTS		1,061,881	1,137,859	1,035,731	1,431,495	1,094,437	1,036,517	768,072	13,178,276
D. PRIOR YEAR TRANSACTIONS									
Assets									
Cash Not in Treasury	9111-9199	0	0	0	0	0	0	12,275	12,275
Accts Receivable	9200-9299	0	7,807	3,358	20,522	0	0	0	1,624,269
Due From Other Funds	9310	0	0	0	0	0	0	0	0
Stores Inventory	9320	0	0	0	0	0	0	0	0
Prepaid Exp.	9330	0	0	0	0	0	0	0	0
Other Assets	9340	0	0	0	0	0	0	0	0
Total Assets		0	7,807	3,358	20,522	0	0	12,275	1,636,544
Liabilities									
Accounts Payable	9500-9599	101,256	25,967	(77,718)	99,159	(32,372)	0	0	(715,153)
Due to Other Funds	9610	0	0	0	0	0	0	0	0
Current Loans	9640	0	0	0	0	0	0	0	0
Deferred Revenues	9650	0	(66,299)	0	0	0	0	0	(66,299)
Total Liabilities		101,256	(40,332)	(77,718)	99,159	(32,372)	0	0	(781,452)
TOTAL PRIOR YEAR TRANSACTIONS		101,256	(32,524)	(74,360)	119,681	(32,372)	0	12,275	855,092
E. NET INCREASE/DECREASE (B - C + D)		123,654	(444,443)	(153,923)	573,432	(549,069)	(1,533,650)	852,142	574,982
F. ENDING CASH (A + E)		5,130,587	4,686,144	4,532,221	5,105,653	4,556,584	3,022,933		
G. ENDING FUND BALANCE									3,875,075

**Cottonwood Union School District
MULTI-YEAR PROJECTIONS
2022-23 Adopted Budget**

		2022-23 Adopted Budget			2023-24 PROJECTION			2024-25 PROJECTION		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
REVENUES										
Revenue Limit (LCFF)	8010 - 8099	8,679,554	0	8,679,554	9,038,398	0	9,038,398	9,347,593	0	9,347,593
Federal Revenues	8100 - 8299	13,982	1,793,100	1,807,082	0	1,060,155	1,060,155	0	617,933	617,933
Other State Revenues	8300 - 8599	171,260	1,284,738	1,455,999	164,901	1,160,714	1,325,616	165,147	1,160,484	1,325,631
Other Local Revenues	8600 - 8799	363,017	592,515	955,532	363,017	563,626	926,643	363,017	561,248	924,265
Contributions	8980 - 8999	(1,259,070)	1,259,070	0	(1,012,597)	1,012,597	0	(1,036,850)	1,036,850	0
TOTAL REVENUES		7,968,743	4,929,423	12,898,166	8,553,719	3,797,092	12,350,812	8,838,907	3,376,515	12,215,423
EXPENDITURES										
Certificated Salaries	1000 - 1999	3,382,097	1,224,420	4,606,517	3,545,526	634,817	4,180,343	3,603,882	364,272	3,968,154
Classified Salaries	2000 - 2999	1,619,937	430,299	2,050,236	1,667,208	412,203	2,079,411	1,692,964	418,642	2,111,606
Employee Benefits	3000 - 3999	1,965,650	1,197,344	3,162,994	2,065,333	1,057,717	3,123,050	2,079,671	971,246	3,050,917
Subtotal Salaries & Benefits		6,967,684	2,852,063	9,819,747	7,278,067	2,104,737	9,382,804	7,376,517	1,754,160	9,130,677
Books and Supplies	4000 - 4999	249,423	222,574	471,997	252,374	72,364	324,738	258,336	72,364	330,700
Services, Other Operating Expenses	5000 - 5999	1,007,886	1,640,946	2,648,832	1,014,364	1,601,886	2,616,250	1,020,842	1,531,886	2,552,728
Capital Outlay	6000 - 6599	77,000	130,700	207,700	0	0	0	0	0	0
Direct Support / Indirect Costs	7100s, 7300s, 7400s	(94,893)	94,893	0	(18,105)	18,105	0	(18,105)	18,105	0
Interfund Transfers Out	7610-7614, 7616-7619	0	30,000	30,000	0	0	0	0	0	0
TOTAL EXPENDITURES		8,207,100	4,971,176	13,178,276	8,526,700	3,797,092	12,323,792	8,637,590	3,376,515	12,014,105
NET INCREASE/DECREASE IN FUND BALANCE		(238,357)	(41,753)	(280,110)	27,020	0	27,020	201,317	0	201,317
BEGINNING BALANCE		3,921,987	233,198	4,155,185	3,683,630	191,445	3,875,075	3,710,650	191,445	3,902,095
ENDING BALANCE		3,683,630	191,445	3,875,075	3,710,650	191,445	3,902,095	3,911,967	191,445	4,103,412

Components of Ending Fund Balance

NonSpendable-Rev Cash/Prepays/Stores	2,000		2,000	2,000		2,000	2,000		2,000
Legally Restricted		191,445	191,445	-	191,445	191,445		191,445	191,445
Assigned-Economic Uncertainty	658,920	0	658,920	616,190		616,190	600,705		600,705
Other Assignments	3,022,710		3,022,710	3,092,460		3,092,460	3,309,261		3,309,261
Unassigned/Unappropriated	-	0	0	-		0	-		0
Total	3,683,630	191,445	3,875,075	3,710,650	191,445	3,902,095	3,911,967	191,445	4,103,411

**Estimated Revenue Detail
2022-23 Adopted Budget**

Est Funded 831.44 825.25 821.71
 ADA (LCFF)

Object	Description	2022-23		2023-24		2024-25	
		Unrest	Rest	Unrest	Rest	Unrest	Rest
80xx	LCFF Revenue	8,679,554		9,038,398		9,347,593	
8181	Federal Spec Ed		209,961		293,027		291,770
8260	Forest Reserve	13,982		-		-	
8290	MediCal		0		0		0
8290	Federal Title I		307,459		305,170		267,155
8290	Federal Title II A		41,603		41,293		41,116
8290	Federal Title IV		18,104		17,969		17,892
8290	ESSER II- Resc 3212		308,262		-		
8290	ESSER III - Resc 3213-3214		875,798		278,906		-
8290	ELO-ESSER II - Resc 3216		1,913				
8290	ELO-ESSER III - Resc 3218		30,000		26,460		
8290	ELO-ESSER III - Resc 3219		-		97,330		
	Total Federal	13,982	1,793,100	-	1,060,155	-	617,933
8550	Mandated Costs	31,036		30,386		31,209	
8560	Unrestricted Lottery	140,224		134,516		133,939	
8560	Restricted Lottery		55,918		53,641		53,411
8590	After School Program		235,617	-	235,617	-	235,617
8590	In-Person Inst Grant - Resc 7422		-				
8590	Expanded Learning Grant - Resc 7425		74,784		-		
8590	Educator Effectiveness Grant - Resc 6266		46,963		-		
8590	ELO-P - Resc 2600		258,384		258,384		258,384
8590	STRS On-Behalf		613,072		613,072		613,072
	Total State	171,260	1,284,738	164,901	1,160,714	165,147	1,160,484
8660	Interest	15,000		15,000		15,000	
8677	SCOE Preschool Rent	5,400		5,400		5,400	
8677	1% Over/5.5% BusnServ	165,867		165,867		165,867	
8699	Misc Donations	4,000		4,000		4,000	
8699	Donations/Field Trip Donations	6,000		6,000		6,000	
8699	Preschool Revenue	166,750		166,750		166,750	
8792	SELPA Subsidy - Excel Prg		-				
8792	Sped Ed Reim for NPS students		34,092		9,360		9,360
8792	Spec Ed AB602 funds		558,423		554,266		551,888
	Total Local	363,017	592,515	363,017	563,626	363,017	561,248
	Total Income	9,227,813	3,670,353	9,566,316	2,784,495	9,875,757	2,339,665

Annual Difference

(547,354)

(135,389)

**Cottonwood Union School District
Estimated Expenditure Changes**

2023-24 Changes	Unrestricted	Restricted	Total
Certificated Salaries			
Certificated Step & Column - 4.3%	143,914	12,115	156,029
Admin/Pupil Services Step & Column	19,515	6,928	26,443
Reduction of Staff Paid out of ESSER Funding	0	(563,776)	(563,776)
Reduction of Extra Summer School Salaries		(44,870)	(44,870)
Subtotal	163,429	(589,603)	(426,174)
Classified Salaries			
Estimated Step & Column - 3.0%	47,271	11,818	59,089
Reduction of Extra Summer School Salaries		(29,914)	(29,914)
			0
			0
Subtotal	47,271	(18,096)	29,175
Employee Benefits			
Benefits on estimated step & column	53,454	(139,627)	(86,173)
STRS rate increase	0		0
PERS rate increase	50,436		50,436
Reduce Cert Retiree Benefits	(3,745)		(3,745)
Reduce Classified Retiree Benefits	(462)		(462)
			0
Subtotal	99,683	(139,627)	(39,944)
Books & Supplies			
Increase Inst Materials Inflation	2,951		2,951
Reduce Air Purifiers/Inst Mat fm Special Funds		(150,210)	(150,210)
			0
Subtotal	2,951	(150,210)	(147,259)
Services & Other Operating Exp's			
Increase utilities for inflation	6,478		6,478
Reduce Outside Placements (2 students)		(39,060)	(39,060)
Subtotal	6,478	(39,060)	(32,582)
Capital Outlay			
	0	0	0
Remove Kind Playground Structure-ESSER III	0	(130,700)	(130,700)
Remove Replacement Server/Street Safety Lighting	(77,000)		(77,000)
Subtotal	(77,000)	(130,700)	(207,700)
Other Outgo			
Reduce Lease Payment - Pay out of Fund 25			
Reduce Indirect Cost	76,788	(76,788)	0
Subtotal	76,788	(76,788)	0

**Cottonwood Union School District
Estimated Expenditure Changes**

2024-25 Changes	Unrestricted	Restricted	Total
Certificated Salaries			
Estimated Step & Column - 1.71%	55,269	4,719	59,988
Admin/Pupil Services Step & Column	3,087	3,642	6,729
Reduction of Staff Paid out of ESSER Funding		(278,906)	(278,906)
Subtotal	58,356	(270,545)	(212,189)
Classified Salaries			
Estimated Step & Column - 1.71%	25,756	6,439	32,195
Subtotal	25,756	6,439	32,195
Employee Benefits			
Benefits on estimated step & column	22,031	(58,961)	(36,930)
STRS rate increase	0		0
PERS rate increase	(3,485)		(3,485)
Decrease Certificated Retiree Benefits	(3,745)		(3,745)
Reduce Classified Retiree Benefits	(462)		(462)
Reduce Benefits for Salary Reductions		(27,510)	(27,510)
			0
Subtotal	14,339	(86,471)	(72,132)
Books & Supplies			
Increase Inst Materials Inflation	5,962		5,962
Subtotal	5,962	0	5,962
Services & Other Operating Exp's			
Increase Utilities for Inflation	6,478		6,478
Reduce Outside Placements (2 students)		(70,000)	(70,000)
			0
Subtotal	6,478	(70,000)	(63,522)
Capital Outlay			
Subtotal	0	0	0
Other Outgo			
Subtotal	0	0	0

Budget, July 1
FINANCIAL REPORTS
2022-23 Budget
School District Certification

ANNUAL BUDGET REPORT:

July 1, 2022 Budget Adoption

Insert "X" in applicable boxes:

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

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

Budget available for inspection at:

Place: Cottonwood District Office
Date: June 24, 2022

Public Hearing:

Place: West Cottonwood Library
Date: June 28, 2022
Time: 6:30 p.m.

Adoption Date: June 29, 2022

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

Contact person for additional information on the budget reports:

Name: Laura Merrick Telephone: 530-347-3165
Title: Chief Business Official E-mail: lmerrick@cwusd.com

Criteria and Standards Review Summary

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

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

3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?		X
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes

S6	Long-term Commitments	Does the district have long-term (multi year) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2021-22) annual payment?		X
				X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?		X
			X	
			X	
				X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)	X	
			X	
			X	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? • Approval date for adoption of the LCAP or approval of an update to the LCAP:		X
			Jun 29, 2022	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS				No Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)				No Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	

A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	8,843,254.00	0.00	8,843,254.00	8,679,554.00	0.00	8,679,554.00	-1.9%
2) Federal Revenue		8100-8299	10,605.00	2,008,726.00	2,019,331.00	13,982.00	1,793,100.00	1,807,082.00	-10.5%
3) Other State Revenue		8300-8599	182,661.00	1,120,989.00	1,303,650.00	171,260.00	1,284,736.00	1,455,998.00	11.7%
4) Other Local Revenue		8600-8799	343,975.00	567,322.00	911,297.00	363,017.00	592,515.00	955,532.00	4.9%
5) TOTAL REVENUES			9,380,495.00	3,697,037.00	13,077,532.00	9,227,813.00	3,670,353.00	12,898,166.00	-1.4%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	3,524,060.00	1,246,578.00	4,770,638.00	3,382,097.00	1,224,420.00	4,606,517.00	-3.4%
2) Classified Salaries		2000-2999	1,365,152.00	401,965.00	1,767,117.00	1,619,937.00	430,299.00	2,050,236.00	16.0%
3) Employee Benefits		3000-3999	1,868,364.00	966,166.00	2,834,532.00	1,965,650.00	1,197,344.00	3,162,994.00	11.6%
4) Books and Supplies		4000-4999	295,114.00	368,306.00	663,420.00	249,423.00	222,574.00	471,997.00	-28.9%
5) Services and Other Operating Expenditures		5000-5999	997,944.00	1,492,431.00	2,490,375.00	1,007,886.00	1,640,946.00	2,648,832.00	6.8%
6) Capital Outlay		6000-6999	80,000.00	100,000.00	180,000.00	77,000.00	130,700.00	207,700.00	15.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	46,922.00	0.00	46,922.00	0.00	0.00	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(121,723.00)	121,723.00	0.00	(94,893.00)	94,893.00	0.00	0.0%
9) TOTAL EXPENDITURES			8,045,833.00	4,697,171.00	12,743,004.00	8,207,100.00	4,941,176.00	13,148,276.00	3.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			1,334,662.00	(1,000,134.00)	334,528.00	1,020,713.00	(1,270,823.00)	(250,110.00)	-174.8%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	35,000.00	30,000.00	65,000.00	0.00	30,000.00	30,000.00	-53.8%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(999,352.00)	999,352.00	0.00	(1,259,070.00)	1,259,070.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			(1,034,352.00)	999,352.00	(65,000.00)	(1,259,070.00)	1,229,070.00	(30,000.00)	-53.8%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			300,310.00	(30,782.00)	269,528.00	(238,357.00)	(41,753.00)	(280,110.00)	-203.9%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,621,677.00	263,980.00	3,885,657.00	3,921,967.00	233,198.00	4,155,165.00	6.9%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,621,677.00	263,980.00	3,885,657.00	3,921,967.00	233,198.00	4,155,165.00	6.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,621,677.00	263,980.00	3,885,657.00	3,921,967.00	233,198.00	4,155,165.00	6.9%
2) Ending Balance, June 30 (E + F1e)			3,921,907.00	233,198.00	4,155,105.00	3,683,630.00	191,445.00	3,875,075.00	-6.7%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,000.00	0.00	2,000.00	2,000.00	0.00	2,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	233,198.00	233,198.00	0.00	191,445.00	191,445.00	-17.9%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	3,278,582.00	0.00	3,278,582.00	3,022,710.00	0.00	3,022,710.00	-7.8%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	640,405.00	0.00	640,405.00	658,920.00	0.00	658,920.00	2.9%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9890	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	4,226,263.00	0.00	4,226,263.00	4,654,528.00	0.00	4,654,528.00	10.1%
Education Protection Account State Aid - Current Year		8012	2,601,341.00	0.00	2,601,341.00	2,097,959.00	0.00	2,097,959.00	-19.4%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	29,894.00	0.00	29,894.00	29,894.00	0.00	29,894.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	2,466,308.00	0.00	2,466,308.00	2,451,745.00	0.00	2,451,745.00	-0.6%
Unsecured Roll Taxes		8042	114,459.00	0.00	114,459.00	118,359.00	0.00	118,359.00	3.4%
Prior Years' Taxes		8043	1,715.00	0.00	1,715.00	1,715.00	0.00	1,715.00	0.0%
Supplemental Taxes		8044	50,821.00	0.00	50,821.00	32,505.00	0.00	32,505.00	-36.0%
Education Revenue Augmentation Fund (ERAF)		8045	(103,145.00)	0.00	(103,145.00)	(103,145.00)	0.00	(103,145.00)	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			9,387,656.00	0.00	9,387,656.00	9,283,560.00	0.00	9,283,560.00	-1.1%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(544,402.00)	0.00	(544,402.00)	(604,006.00)	0.00	(604,006.00)	10.9%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			8,843,254.00	0.00	8,843,254.00	8,679,554.00	0.00	8,679,554.00	-1.9%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	201,174.00	201,174.00	0.00	209,961.00	209,961.00	4.4%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	10,605.00	0.00	10,605.00	13,982.00	0.00	13,982.00	31.8%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8267	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		307,459.00	307,459.00		307,459.00	307,459.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		41,603.00	41,603.00		41,603.00	41,603.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		18,104.00	18,104.00		18,104.00	18,104.00	0.0%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	1,440,386.00	1,440,386.00	0.00	1,215,973.00	1,215,973.00	-15.6%
TOTAL, FEDERAL REVENUE			10,605.00	2,008,726.00	2,019,331.00	13,962.00	1,793,160.00	1,807,082.00	-10.5%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	29,463.00	0.00	29,463.00	31,036.00	0.00	31,036.00	5.3%
Lottery - Unrestricted and Instructional Materials		8560	153,198.00	61,090.00	214,288.00	140,224.00	55,918.00	196,142.00	-8.5%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		235,617.00	235,617.00		235,617.00	235,617.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6367	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	824,282.00	824,282.00	0.00	993,203.00	993,203.00	20.5%
TOTAL, OTHER STATE REVENUE			182,661.00	1,120,989.00	1,303,650.00	171,260.00	1,284,739.00	1,455,998.00	11.7%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	18,000.00	0.00	18,000.00	15,000.00	0.00	15,000.00	-16.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	158,075.00	0.00	158,075.00	171,267.00	0.00	171,267.00	8.3%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	167,900.00	0.00	167,900.00	176,750.00	0.00	176,750.00	5.3%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		567,322.00	567,322.00		592,515.00	592,515.00	4.4%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			343,975.00	567,322.00	911,297.00	363,017.00	592,515.00	955,532.00	4.9%
TOTAL, REVENUES			9,380,495.00	3,697,037.00	13,077,532.00	9,227,813.00	3,670,353.00	12,898,166.00	-1.4%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	2,910,137.00	979,439.00	3,889,576.00	2,883,931.00	973,469.00	3,857,400.00	-0.8%
Certificated Pupil Support Salaries		1200	262,330.00	137,520.00	399,850.00	126,587.00	75,334.00	201,921.00	-49.5%
Certificated Supervisors' and Administrators' Salaries		1300	351,593.00	129,619.00	481,212.00	371,579.00	175,617.00	547,196.00	13.7%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			3,524,060.00	1,246,578.00	4,770,638.00	3,362,097.00	1,224,420.00	4,606,517.00	-3.4%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	367,352.00	302,498.00	669,850.00	428,151.00	320,357.00	748,508.00	11.7%
Classified Support Salaries		2200	382,950.00	99,467.00	482,417.00	490,912.00	107,692.00	598,604.00	24.1%
Classified Supervisors' and Administrators' Salaries		2300	321,648.00	0.00	321,648.00	378,548.00	0.00	378,548.00	17.7%
Clerical, Technical and Office Salaries		2400	168,734.00	0.00	168,734.00	175,851.00	0.00	175,851.00	4.2%
Other Classified Salaries		2900	124,468.00	0.00	124,468.00	146,475.00	2,250.00	148,725.00	19.5%
TOTAL, CLASSIFIED SALARIES			1,365,152.00	401,965.00	1,767,117.00	1,619,937.00	430,299.00	2,050,236.00	16.0%
EMPLOYEE BENEFITS									
STRS		3101-3102	594,435.00	589,107.00	1,183,542.00	634,920.00	832,772.00	1,467,692.00	24.0%
PERS		3201-3202	270,893.00	114,338.00	385,221.00	361,556.00	115,435.00	476,991.00	23.8%
OASDI/Medicare/Alternative		3301-3302	154,056.00	57,504.00	211,560.00	174,488.00	65,832.00	240,320.00	13.8%
Health and Welfare Benefits		3401-3402	690,900.00	161,744.00	852,644.00	646,397.00	146,292.00	792,689.00	-7.0%
Unemployment Insurance		3501-3502	24,714.00	9,881.00	34,595.00	24,236.00	8,029.00	32,265.00	-6.2%
Workers' Compensation		3601-3602	86,281.00	28,849.00	115,130.00	77,567.00	25,479.00	103,046.00	+10.5%
OPEB, Allocated		3701-3702	18,922.00	0.00	18,922.00	18,922.00	0.00	18,922.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	28,173.00	4,945.00	33,118.00	27,564.00	3,505.00	31,069.00	-6.2%
TOTAL, EMPLOYEE BENEFITS			1,868,364.00	966,168.00	2,834,532.00	1,965,650.00	1,197,344.00	3,162,994.00	11.6%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	5,000.00	0.00	5,000.00	8,000.00	0.00	8,000.00	60.0%
Books and Other Reference Materials		4200	5,123.00	0.00	5,123.00	5,123.00	0.00	5,123.00	0.0%
Materials and Supplies		4300	261,542.00	219,462.00	481,004.00	233,800.00	213,074.00	446,874.00	-7.1%
Noncapitalized Equipment		4400	21,199.00	148,644.00	170,043.00	0.00	9,500.00	9,500.00	-94.4%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col, A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col, D + E (F)	
Food		4700	2,250.00	0.00	2,250.00	2,500.00	0.00	2,500.00	11.1%
TOTAL, BOOKS AND SUPPLIES			295,114.00	368,306.00	663,420.00	249,423.00	222,574.00	471,997.00	-28.9%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	433,601.00	433,601.00	0.00	495,991.00	495,991.00	14.4%
Travel and Conferences		5200	24,800.00	71,576.00	96,376.00	21,500.00	69,650.00	91,150.00	-5.4%
Dues and Memberships		5300	17,991.00	0.00	17,991.00	18,900.00	0.00	18,900.00	5.1%
Insurance		5400 - 5450	129,980.00	0.00	129,980.00	146,500.00	0.00	146,500.00	12.7%
Operations and Housekeeping Services		5500	313,500.00	0.00	313,500.00	321,400.00	0.00	321,400.00	2.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	141,939.00	173,724.00	315,663.00	147,594.00	178,529.00	326,123.00	3.3%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	340,234.00	813,530.00	1,153,764.00	332,092.00	896,776.00	1,228,868.00	6.5%
Communications		5900	19,500.00	0.00	19,500.00	19,900.00	0.00	19,900.00	2.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			967,944.00	1,492,431.00	2,460,375.00	1,007,866.00	1,640,946.00	2,648,832.00	6.8%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	100,000.00	100,000.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	40,000.00	0.00	40,000.00	77,000.00	130,700.00	207,700.00	419.3%
Equipment Replacement		6500	40,000.00	0.00	40,000.00	0.00	0.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			80,000.00	100,000.00	180,000.00	77,000.00	130,700.00	207,700.00	15.4%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROCFIP Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
All Other Transfers	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	13,281.00	0.00	13,281.00	0.00	0.00	0.00	-100.0%
Other Debt Service - Principal		7439	33,641.00	0.00	33,641.00	0.00	0.00	0.00	-100.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			46,922.00	0.00	46,922.00	0.00	0.00	0.00	-100.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(121,723.00)	121,723.00	0.00	(94,893.00)	94,893.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(121,723.00)	121,723.00	0.00	(94,893.00)	94,893.00	0.00	0.0%
TOTAL, EXPENDITURES			8,045,833.00	4,697,171.00	12,743,004.00	8,207,100.00	4,941,176.00	13,148,276.00	3.2%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	30,000.00	30,000.00	0.00	30,000.00	30,000.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	35,000.00	0.00	35,000.00	0.00	0.00	0.00	-100.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			35,000.00	30,000.00	65,000.00	0.00	30,000.00	30,000.00	-53.8%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(999,352.00)	999,352.00	0.00	(1,259,070.00)	1,259,070.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(999,352.00)	999,352.00	0.00	(1,259,070.00)	1,259,070.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(1,034,352.00)	969,352.00	(65,000.00)	(1,259,070.00)	1,229,070.00	(30,000.00)	-53.8%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	8,843,254.00	0.00	8,843,254.00	8,679,554.00	0.00	8,679,554.00	-1.9%
2) Federal Revenue		8100-8299	10,605.00	2,008,726.00	2,019,331.00	13,982.00	1,793,100.00	1,807,082.00	-10.5%
3) Other State Revenue		8300-8599	182,661.00	1,120,989.00	1,303,650.00	171,260.00	1,284,738.00	1,455,998.00	11.7%
4) Other Local Revenue		8600-8799	343,975.00	567,322.00	911,297.00	363,017.00	592,515.00	955,532.00	4.9%
5) TOTAL REVENUES			9,380,495.00	3,697,037.00	13,077,532.00	9,227,813.00	3,670,353.00	12,898,166.00	-1.4%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		4,772,821.00	2,864,782.00	7,637,603.00	4,864,576.00	3,366,003.00	8,230,579.00	7.8%
2) Instruction - Related Services	2000-2999		890,159.00	325,956.00	1,216,115.00	936,144.00	417,710.00	1,353,854.00	11.3%
3) Pupil Services	3000-3999		851,671.00	396,683.00	1,248,354.00	709,467.00	310,683.00	1,020,150.00	-18.3%
4) Ancillary Services	4000-4999		21,566.00	271,146.00	292,714.00	19,820.00	235,650.00	255,470.00	-12.7%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		680,341.00	141,328.00	821,669.00	809,426.00	124,930.00	934,356.00	13.7%
8) Plant Services	8000-8999		782,351.00	697,276.00	1,479,627.00	867,667.00	486,200.00	1,353,867.00	-8.5%
9) Other Outgo	9000-9999	Except 7600-7699	46,922.00	0.00	46,922.00	0.00	0.00	0.00	-100.0%
10) TOTAL EXPENDITURES			8,045,833.00	4,697,171.00	12,743,004.00	8,207,100.00	4,941,176.00	13,148,276.00	3.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,334,662.00	(1,000,134.00)	334,528.00	1,020,713.00	(1,270,823.00)	(250,110.00)	-174.8%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	35,000.00	30,000.00	65,000.00	0.00	30,000.00	30,000.00	-53.8%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(999,352.00)	999,352.00	0.00	(1,259,070.00)	1,259,070.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			(1,034,352.00)	999,352.00	(65,000.00)	(1,259,070.00)	1,229,070.00	(30,000.00)	-53.8%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			300,310.00	(30,782.00)	269,528.00	(238,357.00)	(41,753.00)	(280,110.00)	-203.9%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,621,677.00	263,980.00	3,885,657.00	3,921,987.00	233,198.00	4,155,185.00	6.9%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,621,677.00	263,980.00	3,885,657.00	3,921,987.00	233,198.00	4,155,185.00	6.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,621,677.00	263,980.00	3,885,657.00	3,921,987.00	233,198.00	4,155,185.00	6.9%
2) Ending Balance, June 30 (E + F1e)			3,921,987.00	233,198.00	4,155,185.00	3,683,630.00	191,445.00	3,875,075.00	-6.7%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,000.00	0.00	2,000.00	2,000.00	0.00	2,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted									
Committed		9740	0.00	233,198.00	233,198.00	0.00	191,445.00	191,445.00	-17.9%
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	3,279,582.00	0.00	3,279,582.00	3,022,710.00	0.00	3,022,710.00	-7.8%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	640,405.00	0.00	640,405.00	658,920.00	0.00	658,920.00	2.9%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
0266	Educator Effectiveness, FY 2021-22	156,219.00	120,498.00
6300	Lottery: Instructional Materials	76,979.00	70,947.00
Total: Restricted Balance		233,198.00	191,445.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	26,558.00	26,558.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
c) As of July 1 - Audited (F1a + F1b)			26,558.00	26,558.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			26,558.00	26,558.00	0.0%
2) Ending Balance, June 30 (E + F1e)			26,558.00	26,558.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	26,558.00	26,558.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			0.00		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%

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

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	26,558.00	26,558.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			26,558.00	26,558.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			26,558.00	26,558.00	0.0%
2) Ending Balance, June 30 (E + F1e)			26,558.00	26,558.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	26,558.00	26,558.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
8210	Student Activity Funds	26,558.00	26,558.00
Total, Restricted Balance		26,558.00	26,558.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	413,810.00	468,810.00	13.3%
3) Other State Revenue		8300-8599	23,000.00	25,000.00	8.7%
4) Other Local Revenue		8600-8799	9,950.00	21,875.00	119.8%
5) TOTAL, REVENUES			446,760.00	515,685.00	15.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	131,608.00	139,774.00	6.2%
3) Employee Benefits		3000-3999	67,775.00	72,699.00	7.3%
4) Books and Supplies		4000-4999	158,810.00	157,810.00	-0.6%
5) Services and Other Operating Expenditures		5000-5999	56,825.00	48,725.00	-14.3%
6) Capital Outlay		6000-6999	6,200.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			421,218.00	419,008.00	-0.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			25,542.00	96,677.00	278.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	35,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			35,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			60,542.00	96,677.00	59.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	87,746.00	148,288.00	69.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			87,746.00	148,288.00	69.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			87,746.00	148,288.00	69.0%
2) Ending Balance, June 30 (E + F1e)			148,288.00	244,965.00	65.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	4,335.00	4,335.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	143,953.00	240,630.00	67.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9788	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	395,000.00	450,000.00	13.9%
Donated Food Commodities		8221	18,810.00	18,810.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			413,810.00	468,810.00	13.3%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	23,000.00	25,000.00	8.7%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			23,000.00	25,000.00	8.7%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	13,100.00	New
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	350.00	275.00	-21.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	9,600.00	8,500.00	-11.5%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			9,950.00	21,875.00	119.8%
TOTAL, REVENUES			446,760.00	515,685.00	15.4%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	131,608.00	139,774.00	6.2%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			131,608.00	139,774.00	6.2%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	23,132.00	27,425.00	18.6%
OASDI/Medicare/Alternative		3301-3302	10,068.00	10,893.00	6.2%
Health and Welfare Benefits		3401-3402	31,061.00	31,178.00	0.4%
Unemployment Insurance		3501-3502	687.00	699.00	1.7%
Workers' Compensation		3601-3602	2,316.00	2,180.00	-5.9%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	511.00	524.00	2.5%
TOTAL, EMPLOYEE BENEFITS			67,775.00	72,699.00	7.3%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	15,000.00	14,000.00	-6.7%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	143,810.00	143,810.00	0.0%
TOTAL, BOOKS AND SUPPLIES			158,810.00	157,810.00	-0.6%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	575.00	575.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	4,000.00	2,500.00	-37.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	52,000.00	45,650.00	-12.2%
Communications		5900	250.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			56,825.00	46,725.00	-14.3%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	6,200.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			6,200.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			421,218.00	419,008.00	-0.5%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	35,000.00	0.00	-100.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			35,000.00	0.00	-100.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			35,000.00	0.00	-100.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	413,810.00	468,810.00	13.3%
3) Other State Revenue		8300-8599	23,000.00	25,000.00	6.7%
4) Other Local Revenue		8600-8799	9,950.00	21,875.00	119.8%
5) TOTAL, REVENUES			446,760.00	515,685.00	15.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		421,218.00	419,008.00	-0.5%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			421,218.00	419,008.00	-0.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			25,542.00	96,677.00	278.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	35,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			35,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			60,542.00	96,677.00	59.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	87,746.00	148,288.00	69.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			87,746.00	148,288.00	69.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			87,746.00	148,288.00	69.0%
2) Ending Balance, June 30 (E + F1e)			148,288.00	244,965.00	65.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	4,335.00	4,335.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)		
Total, Restricted Balance		143,953.00	240,630.00
		143,953.00	240,630.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,200.00	875.00	-27.1%
5) TOTAL, REVENUES			1,200.00	875.00	-27.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,200.00	875.00	-27.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,200.00	875.00	-27.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	203,919.00	205,119.00	0.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			203,919.00	205,119.00	0.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			203,919.00	205,119.00	0.6%
2) Ending Balance, June 30 (E + F1e)			205,119.00	205,994.00	0.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	205,119.00	205,994.00	0.4%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
		9111	0.00		
b) in Banks					
		9120	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
c) In Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	1,200.00	875.00	-27.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,200.00	875.00	-27.1%
TOTAL, REVENUES			1,200.00	875.00	-27.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,200.00	875.00	-27.1%
5) TOTAL, REVENUES			1,200.00	875.00	-27.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,200.00	875.00	-27.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,200.00	875.00	-27.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	203,919.00	205,119.00	0.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			203,919.00	205,119.00	0.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			203,919.00	205,119.00	0.6%
2) Ending Balance, June 30 (E + F1e)			205,119.00	205,994.00	0.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	205,119.00	205,994.00	0.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	109,745.00	68,925.00	-37.2%
5) TOTAL, REVENUES			109,745.00	68,925.00	-37.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	1,027.00	650.00	-36.7%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	46,922.00	93,844.00	100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			47,949.00	94,494.00	97.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			61,796.00	(25,569.00)	-141.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			61,796.00	(25,569.00)	-141.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	15,039.00	76,835.00	410.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			15,039.00	76,835.00	410.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			15,039.00	76,835.00	410.9%
2) Ending Balance, June 30 (E + F1e)			76,835.00	51,266.00	-33.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	76,835.00	51,266.00	-33.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) In County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	250.00	175.00	-30.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	109,495.00	68,750.00	-37.2%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			109,745.00	68,925.00	-37.2%
TOTAL, REVENUES			109,745.00	68,925.00	-37.2%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,027.00	650.00	-36.7%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,027.00	650.00	-36.7%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	12,890.00	24,456.00	89.7%
Other Debt Service - Principal		7439	34,032.00	69,388.00	103.9%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			46,922.00	93,844.00	100.0%
TOTAL, EXPENDITURES			47,949.00	94,494.00	97.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	109,745.00	68,925.00	-37.2%
5) TOTAL, REVENUES			109,745.00	68,925.00	-37.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		1,027.00	650.00	-36.7%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	46,922.00	93,844.00	100.0%
10) TOTAL, EXPENDITURES			47,949.00	94,494.00	97.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			61,796.00	(25,569.00)	-141.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			61,796.00	(25,569.00)	-141.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	15,039.00	76,835.00	410.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			15,039.00	76,835.00	410.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			15,039.00	76,835.00	410.9%
2) Ending Balance, June 30 (E + F1e)			76,835.00	51,266.00	-33.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	76,835.00	51,266.00	-33.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9760	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
9010	Other Restricted Local		
Total, Restricted Balance		76,835,00	51,266,00
		76,835,00	51,266,00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	550.00	350.00	-36.4%
5) TOTAL, REVENUES			550.00	350.00	-36.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			550.00	350.00	-36.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	30,000.00	30,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			30,000.00	30,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			30,550.00	30,350.00	-0.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	85,883.00	116,433.00	35.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			85,883.00	116,433.00	35.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			85,883.00	116,433.00	35.6%
2) Ending Balance, June 30 (E + F1e)			116,433.00	146,783.00	26.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	116,433.00	146,783.00	26.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) In County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposits		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	550.00	350.00	-36.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			550.00	350.00	-36.4%
TOTAL, REVENUES			550.00	350.00	-36.4%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: Special Reserve Fund From: General Fund/CSSF		8912	30,000.00	30,000.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			30,000.00	30,000.00	0.0%
INTERFUND TRANSFERS OUT					
From: Special Reserve Fund To: General Fund/CSSF		7612	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			30,000.00	30,000.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	550.00	350.00	-36.4%
5) TOTAL, REVENUES			550.00	350.00	-36.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			550.00	350.00	-36.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	30,000.00	30,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			30,000.00	30,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			30,550.00	30,350.00	-0.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	85,883.00	116,433.00	35.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			85,883.00	116,433.00	35.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			85,883.00	116,433.00	35.6%
2) Ending Balance, June 30 (E + F1e)			116,433.00	146,783.00	26.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
9010	Other Restricted Local	116,433.00	146,783.00
Total, Restricted Balance		116,433.00	146,783.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	2,503.00	2,503.00	0.0%
4) Other Local Revenue		8600-8799	173,114.00	172,874.00	-0.1%
5) TOTAL, REVENUES			175,617.00	175,377.00	-0.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	204,185.00	205,000.00	0.4%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			204,185.00	205,000.00	0.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(28,568.00)	(29,623.00)	3.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(28,568.00)	(29,623.00)	3.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	260,710.00	232,142.00	-11.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			260,710.00	232,142.00	-11.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			260,710.00	232,142.00	-11.0%
2) Ending Balance, June 30 (E + F1e)			232,142.00	202,519.00	-12.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	232,142.00	202,519.00	-12.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
		9111	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	2,503.00	2,503.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			2,503.00	2,503.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	167,026.00	167,026.00	0.0%
Unsecured Roll		8612	2,856.00	2,856.00	0.0%
Prior Years' Taxes		8613	71.00	71.00	0.0%
Supplemental Taxes		8614	2,421.00	2,421.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	740.00	500.00	-32.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			173,114.00	172,874.00	-0.1%
TOTAL, REVENUES			175,617.00	175,377.00	-0.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	86,040.00	82,670.00	-3.9%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Bond Interest and Other Service Charges		7434	118,145.00	122,330.00	3.5%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			204,185.00	205,000.00	0.4%
TOTAL, EXPENDITURES			204,185.00	205,000.00	0.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: Bond Interest and Redemption Fund To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	2,503.00	2,503.00	0.0%
4) Other Local Revenue		8600-8799	173,114.00	172,874.00	-0.1%
5) TOTAL, REVENUES			175,617.00	175,377.00	-0.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	204,185.00	205,000.00	0.4%
10) TOTAL, EXPENDITURES			204,185.00	205,000.00	0.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(28,568.00)	(29,623.00)	3.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(28,568.00)	(29,623.00)	3.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	260,710.00	232,142.00	-11.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			260,710.00	232,142.00	-11.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			260,710.00	232,142.00	-11.0%
2) Ending Balance, June 30 (E + F1e)			232,142.00	202,519.00	-12.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	232,142.00	202,519.00	-12.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	825.15	825.15	825.15	826.35	826.35	831.44
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	825.15	825.15	825.15	826.35	826.35	831.44
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	825.15	825.15	825.15	826.35	826.35	831.44
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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

To the County Superintendent of Schools:

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

Total liabilities actuarially determined:	\$
Less: Amount of total liabilities reserved in budget:	\$
Estimated accrued but unfunded liabilities:	\$ 0,00

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

The school district is covered through the Shasta-Trinity Schools Insurance Group for their Worker's Compensation coverage.

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

Signed

Date of Meeting: Jun 29, 2022

Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name:	Laura Merrick
Title:	Chief Business Official
Telephone:	530-347-3165
E-mail:	lmerrick@cwusd.com

Budget, July 1
2021-22 Estimated Actuals
GENERAL FUND
Current Expense Formula/Minimum Classroom
Compensation

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.		
1000 - Certificated Salaries	4,770,638.00	301	0.00	303	4,770,638.00	305	0.00		307	4,770,638.00	309		
2000 - Classified Salaries	1,767,117.00	311	0.00	313	1,767,117.00	315	143,874.00		317	1,623,243.00	319		
3000 - Employee Benefits	2,834,532.00	321	20,966.00	323	2,813,566.00	325	74,984.00		327	2,738,582.00	329		
4000 - Books, Supplies Equip Replace. (6500)	703,420.00	331	42,250.00	333	661,170.00	335	231,750.00		337	429,420.00	339		
5000 - Services, . . . & 7300 - Indirect Costs	2,480,375.00	341	71,771.00	343	2,408,604.00	345	560,831.00		347	1,847,773.00	349		
TOTAL					12,421,095.00	365	TOTAL					11,409,656.00	369

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

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

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

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011.	1100	3,880,426.00	375
2. Salaries of Instructional Aides Per EC 41011.	2100	668,750.00	380
3. STRS.	3101 & 3102	971,032.00	382
4. PERS.	3201 & 3202	141,469.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	120,332.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	554,867.00	385
7. Unemployment Insurance.	3501 & 3502	24,476.00	390
8. Workers' Compensation Insurance.	3601 & 3602	80,280.00	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310).	3901 & 3902	15,115.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		6,456,747.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).		0.00	396

b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS	6,456,747.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.		.57
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

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

1. Minimum percentage required (60% elementary, 55% unified, 50% high)		.60
2. Percentage spent by this district (Part II, Line 15)	.57	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)		.03
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	11,409,656.00	
5. Deficiency Amount (Part III, Line 3 times Line 4)		389,069.27

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

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.		
1000 - Certificated Salaries	4,606,517.00	301	0.00	303	4,606,517.00	305	0.00		307	4,606,517.00	309		
2000 - Classified Salaries	2,050,236.00	311	0.00	313	2,050,236.00	315	230,401.00		317	1,819,835.00	319		
3000 - Employee Benefits	3,162,994.00	321	18,922.00	323	3,144,072.00	325	107,489.00		327	3,036,583.00	329		
4000 - Books, Supplies Equip Replace. (6500)	471,997.00	331	2,500.00	333	469,497.00	335	183,450.00		337	286,047.00	339		
5000 - Services, . . . & 7300 - Indirect Costs	2,648,832.00	341	190,438.00	343	2,458,394.00	345	599,195.00		347	1,859,199.00	349		
TOTAL					12,728,716.00	365	TOTAL					11,608,181.00	369

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

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

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

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011,	1100	375
2. Salaries of Instructional Aides Per EC 41011,	2100	380
3. STRS.	3101 & 3102	382
4. PERS.	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	385
7. Unemployment Insurance.	3501 & 3502	390
8. Workers' Compensation Insurance.	3601 & 3602	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00
10. Other Benefits (EC 22310),	3901 & 3902	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.		0.00
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).		0.00
		396

b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS	6,763,470.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.		.58
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

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

1. Minimum percentage required (60% elementary, 55% unified, 50% high)		.60
2. Percentage spent by this district (Part II, Line 15)	.58	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)		.02
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	11,608,181.00	
5. Deficiency Amount (Part III, Line 3 times Line 4)		201,982.35

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

Section I - Expenditures	Funds 01, 09, and 62			2021-22 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	12,808,004.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	2,009,291.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	80,000.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	46,922.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	65,000.00
6. All Other Financing Uses	All	9100, 9200	7699, 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	71,771.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				263,693.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				10,535,020.00
Section II - Expenditures Per ADA				2021-22 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				825.15
B. Expenditures per ADA (Line I.E divided by Line II.A)				12,767.40
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)			Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)			9,447,360.45	10,498.93
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)			0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)			9,447,360.45	10,498.93

B. Required effort (Line A.2 times 90%)	8,502,624.41	9,449.04
C. Current year expenditures (Line I.E and Line II.B)	10,535,020.00	12,767.40
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2023-24 may be reduced by the lower of the two percentages)	0.00%	0.00%
SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

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

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

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 411,352.00
- 2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. 0.00
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

This amount is for the District Office staff which consists of four people.

B. Salaries and Benefits - All Other Activities

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 8,942,013.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 4.60%

Part II - Adjustments for Employment Separation Costs

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

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

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

A. Normal Separation Costs (optional)

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

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

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

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	574,741.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	18,480.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	16,750.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	63,462.84
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	673,433.84
9. Carry-Forward Adjustment (Part IV, Line F)	40,313.91
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	713,747.75

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	7,489,869.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	1,216,115.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	1,089,604.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	83,347.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	211,698.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	1,316,164.16
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	271,208.00

18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	11,678,005.16
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	
(For information only - not for use when claiming/recovering indirect costs)	
(Line A8 divided by Line B19)	5.77%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2023-24 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	6.11%
Part IV - Carry-forward Adjustment	
<p>The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.</p> <p>Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.</p>	
A. Indirect costs incurred in the current year (Part III, Line A8)	673,433.84
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	(18,856.86)
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (5.26%) times Part III, Line B19); zero if negative	40,313.91
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (5.26%) times Part III, Line B19) or (the highest rate used to recover costs from any program (13.67%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	40,313.91
E. Optional allocation of negative carry-forward adjustment over more than one year	
<p>Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.</p>	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	

F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if

Option 2 or Option 3 is selected)

40,313.91

Approved indirect cost rate: 5.26%

Highest rate used in any program: 13.67%

Note: In one or more resources, the rate used is greater than the approved rate.

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	292,137.00	15,322.00	5.24%
01	3212	336,590.00	19,206.00	5.71%
01	3213	537,220.00	73,447.00	13.67%
01	3310	191,400.00	9,774.00	5.11%
01	4035	39,784.00	1,819.00	4.57%
01	4127	17,199.00	905.00	5.26%
01	6010	25,000.00	1,250.00	5.00%

Budget, July 1
2021-22 Unaudited Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	114,321.00		105,165.00	219,486.00
2. State Lottery Revenue	8560	153,198.00		61,090.00	214,288.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00	0.00	0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00	0.00		0.00
6. Total Available (Sum Lines A1 through A5)		267,519.00	0.00	166,255.00	433,774.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	115,474.00		89,276.00	204,750.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	48,000.00			48,000.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		163,474.00	0.00	89,276.00	252,750.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	104,045.00	0.00	76,979.00	181,024.00
D. COMMENTS:					

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

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

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	8,679,554.00	4.13%	9,038,398.00	3.42%	9,347,593.00
2. Federal Revenues	8100-8299	13,982.00	-100.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	171,260.00	-3.71%	164,901.00	0.15%	165,147.00
4. Other Local Revenues	8600-8799	363,017.00	0.00%	363,017.00	0.00%	363,017.00
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	(1,259,070.00)	-19.58%	(1,012,597.00)	2.40%	(1,036,850.00)
6. Total (Sum lines A1 thru A5c)		7,968,743.00	7.34%	8,553,719.00	3.33%	8,838,907.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				3,382,097.00		3,545,526.00
b. Step & Column Adjustment				163,429.00		58,356.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,382,097.00	4.83%	3,545,526.00	1.65%	3,603,882.00
2. Classified Salaries						
a. Base Salaries				1,619,937.00		1,667,208.00
b. Step & Column Adjustment				47,271.00		25,756.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,619,937.00	2.92%	1,667,208.00	1.54%	1,692,964.00
3. Employee Benefits	3000-3999	1,965,650.00	5.07%	2,065,333.00	0.69%	2,079,671.00
4. Books and Supplies	4000-4999	249,423.00	1.18%	252,374.00	2.36%	258,336.00
5. Services and Other Operating Expenditures	5000-5999	1,007,886.00	0.64%	1,014,364.00	0.64%	1,020,842.00
6. Capital Outlay	6000-6999	77,000.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(94,893.00)	-80.92%	(18,105.00)	0.00%	(18,105.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		8,207,100.00	3.89%	8,526,700.00	1.30%	8,637,590.00

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(238,357.00)		27,019.00		201,317.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)						
		3,921,987.00		3,683,630.00		3,710,649.00
2. Ending Fund Balance (Sum lines C and D1)						
		3,683,630.00		3,710,649.00		3,911,966.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	2,000.00		2,000.00		2,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	3,022,710.00		3,092,460.00		3,309,261.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	658,920.00		616,189.00		600,705.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,683,630.00		3,710,649.00		3,911,966.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	658,920.00		616,189.00		600,705.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
		658,920.00		616,189.00		600,705.00
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(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	0.00%	0.00
2. Federal Revenues	8100-8299	1,793,100.00	-40.88%	1,060,155.00	-41.71%	617,933.00
3. Other State Revenues	8300-8599	1,284,738.00	-9.65%	1,160,714.00	-0.02%	1,160,484.00
4. Other Local Revenues	8600-8799	592,515.00	-4.88%	563,626.00	-0.42%	561,248.00
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	1,259,070.00	-19.58%	1,012,597.00	2.40%	1,036,850.00
6. Total (Sum lines A1 thru A5c)		4,929,423.00	-22.97%	3,797,092.00	-11.08%	3,376,515.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,224,420.00		634,817.00
b. Step & Column Adjustment				19,043.00		8,361.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(608,646.00)		(278,906.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,224,420.00	-48.15%	634,817.00	-42.62%	364,272.00
2. Classified Salaries						
a. Base Salaries				430,299.00		412,203.00
b. Step & Column Adjustment				11,818.00		6,439.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(29,914.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	430,299.00	-4.21%	412,203.00	1.56%	418,642.00
3. Employee Benefits	3000-3999	1,197,344.00	-11.66%	1,057,717.00	-8.18%	971,246.00
4. Books and Supplies	4000-4999	222,574.00	-67.49%	72,364.00	0.00%	72,364.00
5. Services and Other Operating Expenditures	5000-5999	1,640,946.00	-2.38%	1,601,886.00	-4.37%	1,531,886.00
6. Capital Outlay	6000-6999	130,700.00	-100.00%	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	94,893.00	-80.92%	18,105.00	0.00%	18,105.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	30,000.00	-100.00%		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)		4,971,176.00	-23.62%	3,797,092.00	-11.08%	3,376,515.00

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(41,753.00)		0.00		0.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		233,198.00		191,445.00		191,445.00
2. Ending Fund Balance (Sum lines C and D1)		191,445.00		191,445.00		191,445.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	191,445.00		191,445.00		191,445.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		191,445.00		191,445.00		191,445.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
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.						
The reductions in Certificated and Classified Salaries for the two subsequent years are a result of the district using all of the ESSER and ELO-G funds. Additional positions were paid with these funds and will need to end due to these funding sources be used in full.						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	8,679,554.00	4.13%	9,038,398.00	3.42%	9,347,593.00
2. Federal Revenues	8100-8299	1,807,082.00	-41.33%	1,060,155.00	-41.71%	617,933.00
3. Other State Revenues	8300-8599	1,455,998.00	-8.95%	1,325,615.00	0.00%	1,325,631.00
4. Other Local Revenues	8600-8799	955,532.00	-3.02%	926,643.00	-0.26%	924,265.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		12,898,166.00	-4.24%	12,350,811.00	-1.10%	12,215,422.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				4,606,517.00		4,180,343.00
b. Step & Column Adjustment				182,472.00		66,717.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(608,646.00)		(278,906.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,606,517.00	-9.25%	4,180,343.00	-5.08%	3,968,154.00
2. Classified Salaries						
a. Base Salaries				2,050,236.00		2,079,411.00
b. Step & Column Adjustment				59,089.00		32,195.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(29,914.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,050,236.00	1.42%	2,079,411.00	1.55%	2,111,606.00
3. Employee Benefits	3000-3999	3,162,994.00	-1.26%	3,123,050.00	-2.31%	3,050,917.00
4. Books and Supplies	4000-4999	471,997.00	-31.20%	324,738.00	1.84%	330,700.00
5. Services and Other Operating Expenditures	5000-5999	2,648,832.00	-1.23%	2,616,250.00	-2.43%	2,552,728.00
6. Capital Outlay	6000-6999	207,700.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	30,000.00	-100.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		13,178,276.00	-6.48%	12,323,792.00	-2.51%	12,014,105.00

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(280,110.00)		27,019.00		201,317.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,155,185.00		3,875,075.00		3,902,094.00
2. Ending Fund Balance (Sum lines C and D1)		3,875,075.00		3,902,094.00		4,103,411.00
3. Components of Ending Fund Balance						
a. Nonspendable 9710-9719		2,000.00		2,000.00		2,000.00
b. Restricted 9740		191,445.00		191,445.00		191,445.00
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		3,022,710.00		3,092,460.00		3,309,261.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties 9789		658,920.00		616,189.00		600,705.00
2. Unassigned/Unappropriated 9790		0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,875,075.00		3,902,094.00		4,103,411.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements 9750		0.00		0.00		0.00
b. Reserve for Economic Uncertainties 9789		658,920.00		616,189.00		600,705.00
c. Unassigned/Unappropriated 9790		0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999) 979Z				0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements 9750		0.00		0.00		0.00
b. Reserve for Economic Uncertainties 9789		0.00		0.00		0.00
c. Unassigned/Unappropriated 9790		0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		658,920.00		616,189.00		600,705.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		5.00%		5.00%		5.00%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
<p>a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?</p> <p>b. If you are the SELPA AU and are excluding special education pass-through funds:</p> <p>1. Enter the name(s) of the SELPA(s):</p>	Yes					
<p>2. Special education pass-through funds</p> <p>(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)</p>		0.00				
<p>2. District ADA</p> <p>Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)</p>		826.35		825.25		821.71
<p>3. Calculating the Reserves</p> <p>a. Expenditures and Other Financing Uses (Line B11)</p> <p>b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)</p> <p>c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)</p> <p>d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)</p> <p>e. Reserve Standard - By Percent (Line F3c times F3d)</p> <p>f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)</p> <p>g. Reserve Standard (Greater of Line F3e or F3f)</p> <p>h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)</p>		13,178,276.00		12,323,792.00		12,014,105.00
		0.00		0.00		0.00
		13,178,276.00		12,323,792.00		12,014,105.00
		4.00%		4.00%		4.00%
		527,131.04		492,951.68		480,564.20
		75,000.00		75,000.00		75,000.00
		527,131.04		492,951.68		480,564.20
		YES		YES		YES

Current LEA:	45-69955-0000000 Cottonwood Union Elementary	
Selected SELPA:	AO	(Enter a SELPA ID from the list below then save and close)
POTENTIAL SELPAS FOR THIS LEA		DATE APPROVED
ID	SELPA-TITLE	(from Form SEA)
AO	Shasta County	

Budget, July 1
2021-22 Estimated Actuals Unaudited Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	65,000.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					35,000.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		

Budget, July 1
2021-22 Estimated Actuals Unaudited Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					30,000.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		

Budget, July 1
2021-22 Estimated Actuals Unaudited Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			

Budget, July 1
2021-22 Estimated Actuals Unaudited Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	0.00	0.00	65,000.00	65,000.00	0.00	0.00

Budget, July 1
2022-23 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	30,000.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1
2022-23 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					30,000.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1
2022-23 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								

Budget, July 1
2022-23 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	0.00	0.00	30,000.00	30,000.00		

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

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

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the

previous three fiscal years by more than the following percentage levels:

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

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	826.35
District's ADA Standard Percentage Level:	2.0%

1A. Calculating the District's ADA Variances

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

Fiscal Year		Original Budget	Estimated/Unaudited Actuals	ADA Variance Level	Status
		Funded ADA (Form A, Lines A4 and C4)	Funded ADA (Form A, Lines A4 and C4)	(If Budget is greater than Actuals, else N/A)	
Third Prior Year (2019-20)	District Regular	899	899		
	Charter School				
	Total ADA	899	899	0.1%	Met
Second Prior Year (2020-21)	District Regular	900	899		
	Charter School				
	Total ADA	900	899	0.2%	Met
First Prior Year (2021-22)	District Regular	899	825		
	Charter School		0		
	Total ADA	899	825	8.2%	Not Met
Budget Year (2022-23)	District Regular	831			
	Charter School	0			
	Total ADA	831			

1B. Comparison of District ADA to the Standard

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

1a. STANDARD NOT MET - Funded ADA was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting funded ADA, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

The district is projecting a significant decline in enrollment for the 2022/23 year; a reduction of (50) students is projected for 22/23. The district has been declining in enrollment over the past few years and it is expected to continue.

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

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

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

by more than the following percentage levels:

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

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

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

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

Fiscal Year	Enrollment	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status		
				Budget	CBEDS Actual
Third Prior Year (2019-20)	District Regular	909	944		
	Charter School				
	Total Enrollment	909	944	N/A	Met
Second Prior Year (2020-21)	District Regular	893	949		
	Charter School				
	Total Enrollment	893	949	N/A	Met
First Prior Year (2021-22)					

	District Regular	899	908		
	Charter School				
	Total Enrollment	899	908	N/A	Met
Budget Year (2022-23)					
	District Regular	867			
	Charter School				
	Total Enrollment	867			

2B. Comparison of District Enrollment to the Standard

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

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

3. **CRITERION: ADA to Enrollment**

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

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

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

Fiscal Year		P-2 ADA	Enrollment	Historical Ratio of ADA to Enrollment
		Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	CBEDS Actual (Criterion 2, Item 2A)	
Third Prior Year (2019-20)	District Regular	899	944	
	Charter School		0	
	Total ADA/Enrollment	899	944	
Second Prior Year (2020-21)	District Regular	899	949	
	Charter School	0		
	Total ADA/Enrollment	899	949	
First Prior Year (2021-22)	District Regular	825	908	
	Charter School			

Total ADA/Enrollment	825	908	90.9%
	Historical Average Ratio:		93.6%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			94.1%

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

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year		Estimated P-2 ADA	Enrollment	Ratio of ADA to Enrollment	Status
		Budget (Form A, Lines A4 and C4)	Budget/Projected (Criterion 2, Item 2A)		
Budget Year (2022-23)	District Regular	826	867		
	Charter School	0			
	Total ADA/Enrollment	826	867	95.3%	Not Met
1st Subsequent Year (2023-24)	District Regular	822	865		
	Charter School				
	Total ADA/Enrollment	822	865	95.0%	Not Met
2nd Subsequent Year (2024-25)	District Regular	814	857		
	Charter School				
	Total ADA/Enrollment	814	857	95.0%	Not Met

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

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

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

Explanation:
(required if NOT met)

The above estimates of enrollment to ADA are all at 95% which has historically been the norm for Cottonwood. The 2021-22 school year saw a drastic increase in absences due to COVID sickness and quarantine regulations which dropped the % of enrollment to ADA to 90%. This affected the overall average and dropped it to 94%. The district feels that the normal 95% ratio is appropriate for the coming years barring any unforeseen pandemic or regulations.

4. CRITERION: LCFF Revenue

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

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

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

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

4A. District's LCFF Revenue Standard

Indicate which standard applies:

- LCFF Revenue
- Basic Aid
- Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

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

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

Projected LCFF Revenue

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	825.15	831.44	825.25	821.71
b. Prior Year ADA (Funded)		825.15	831.44	825.25
c. Difference (Step 1a minus Step 1b)		6.29	(6.19)	(3.54)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		.76%	(.74%)	(.43%)

Step 2 - Change in Funding Level

a. Prior Year LCFF Funding	9,017,253.00	9,283,560.00	9,645,846.00
b1. COLA percentage	6.56%	5.38%	4.02%
b2. COLA amount (proxy for purposes of this criterion)	591,531.80	499,455.53	387,763.01
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)	6.6%	5.4%	4.0%

Step 3 - Total Change in Population and Funding Level

(Step 1d plus Step 2c)	7.3%	4.6%	3.6%
LCFF Revenue Standard (Step 3, plus/minus 1%):	6.32% to 8.32%	3.64% to 5.64%	2.59% to 4.59%

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	2,560,052.00	2,531,073.00	2,531,073.00	2,581,694.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

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

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

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	9,387,656.00	9,283,560.00	9,645,846.00	9,969,218.00
District's Projected Change in LCFF Revenue:		(1.11%)	3.90%	3.35%
LCFF Revenue Standard		6.32% to 8.32%	3.64% to 5.64%	2.59% to 4.59%
Status:		Not Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

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

Explanation:
(required if NOT met)

The district is projected a decline in enrollment for the 2022/23 year. This decline in enrollment creates a reduction in LCFF funding even though a COLA is also calculated into this revenue calculation.

5. CRITERION: Salaries and Benefits

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

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

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)			Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits	Total Expenditures		
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)		
Third Prior Year (2019-20)	6,922,757.30	8,445,032.89		82.0%
Second Prior Year (2020-21)	6,000,663.96	7,146,298.17		84.0%
First Prior Year (2021-22)	6,757,576.00	8,045,833.00		84.0%
	Historical Average Ratio:			83.3%

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	4.0%	4.0%	4.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	79.3% to 87.3%	79.3% to 87.3%	79.3% to 87.3%

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

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not,

enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)			Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits	Total Expenditures			
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)			
Budget Year (2022-23)	(Form MYP, Lines B1-B3) 6,967,684.00	(Form MYP, Lines B1-B8, B10) 8,207,100.00		84.9%	Met

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

7,278,067.00	8,526,700.00	85.4%	Met
7,376,517.00	8,637,590.00	85.4%	Met

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

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

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

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

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

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

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

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	7.32%	4.64%	3.59%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-2.68% to 17.32%	-5.36% to 14.64%	-6.41% to 13.59%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	2.32% to 12.32%	-0.36% to 9.64%	-1.41% to 6.59%

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

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

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

Percent Change Change Is Outside

Object Range / Fiscal Year	Amount	Over Previous Year	Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2021-22)	2,019,331.00		
Budget Year (2022-23)	1,807,082.00	(10.51%)	Yes
1st Subsequent Year (2023-24)	1,060,155.00	(41.33%)	Yes
2nd Subsequent Year (2024-25)	617,933.00	(41.71%)	Yes

Explanation:
(required if Yes)

The district's plan to spend its COVID/CARES Act one-time funds extends over a four year period. These funds will be spent by their expiration date; but they have been budgeted over several years so the amounts are going to be different. The bulk of these funds will be spent in the 2021-22 and 2022-23 years. Any unspent funds at the end of 2022-23 will be spent in 2023-24.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2021-22)	1,303,650.00		
Budget Year (2022-23)	1,455,998.00	11.69%	No
1st Subsequent Year (2023-24)	1,325,615.00	(8.95%)	Yes
2nd Subsequent Year (2024-25)	1,325,631.00	0.00%	No

Explanation:
(required if Yes)

The district's State revenue is projected to decline in the 2023-24 year as the bulk of its Expanded Learning Opportunity Grant funds will be spent by the end of the 2021-22 year. The balance of the 7425 Resource as well as 3218 and 3219 Resource codes will be finished in 2022-23 or 2023-24.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2021-22)	911,297.00		
Budget Year (2022-23)	955,532.00	4.85%	No
1st Subsequent Year (2023-24)	926,643.00	(3.02%)	Yes
2nd Subsequent Year (2024-25)	924,265.00	(.26%)	No

Explanation:
(required if Yes)

The district is declining in enrollment which will cause reduction in Local Special Education Funding. The district also has some students placed in outside facilities at a high cost that will graduate out of the district at the end of 2022-23. The cost of the education for these two students has been reduced which means less funding from the Local SELPA to cover some of those costs.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2021-22)	663,420.00		
Budget Year (2022-23)	471,997.00	(28.85%)	Yes
1st Subsequent Year (2023-24)	324,738.00	(31.20%)	Yes
2nd Subsequent Year (2024-25)	330,700.00	1.84%	No

Explanation:
(required if Yes)

The district purchased air purifiers and a large amount of PPE in the 2021-22 year. Those costs will not be recurring in the subsequent years.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)			
First Prior Year (2021-22)	2,480,375.00		
Budget Year (2022-23)	2,648,832.00	6.79%	No
1st Subsequent Year (2023-24)	2,616,250.00	(1.23%)	Yes
2nd Subsequent Year (2024-25)	2,552,728.00	(2.43%)	Yes

Explanation:
(required if Yes)

The district will lose some students over the next two years who are placed in outside educational facilities. The costs for these students' education have been removed from subsequent year budgets.

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

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2021-22)	4,234,278.00		
Budget Year (2022-23)	4,218,612.00	(.37%)	Met
1st Subsequent Year (2023-24)	3,312,413.00	(21.48%)	Not Met
2nd Subsequent Year (2024-25)	2,867,829.00	(13.42%)	Not Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2021-22)	3,143,795.00		
Budget Year (2022-23)	3,120,829.00	(.73%)	Met
1st Subsequent Year (2023-24)	2,940,988.00	(5.76%)	Not Met
2nd Subsequent Year (2024-25)	2,883,428.00	(1.96%)	Met

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

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

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

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

The district's plan to spend its COVID/CARES Act one-time funds extends over a four year period. These funds will be spent by their expiration date; but they have been budgeted over several years so the amounts are going to be different. The bulk of these funds will be spent in the 2021-22 and 2022-23 years. Any unspent funds at the end of 2022-23 will be spent in 2023-24.

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

The district's State revenue is projected to decline in the 2023-24 year as the bulk of its Expanded Learning Opportunity Grant funds will be spent by the end of the 2021-22 year. The balance of the 7425 Resource as well as 3218 and 3219 Resource codes will be finished in 2022-23 or 2023-24.

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

The district is declining in enrollment which will cause reduction in Local Special Education Funding. The district also has some students placed in outside facilities at a high cost that will graduate out of the district at the end of 2022-23. The cost of the education for these two students has been reduced which means less funding from the Local SELPA to cover some of those costs.

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

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

The district purchased air purifiers and a large amount of PPE in the 2021-22 year. Those costs will not be recurring in the subsequent years.

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

The district will lose some students over the next two years who are placed in outside educational facilities. The costs for these students' education have been removed from subsequent year budgets.

7. **CRITERION: Facilities Maintenance**

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

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

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

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

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

b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

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

11,349,231.00

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

3% Required Budgeted Contribution*
Minimum Contribution to the Ongoing and Major

	(Line 2c times 3%)	Maintenance Account	Status	
c. Net Budgeted Expenditures and Other Financing Uses	11,349,231.00	340,476.93	376,000.00	Met

¹ Fund 01, Resource 8150, Objects 8900-8999

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

<input 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 two out of three prior fiscal years.

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

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2019-20)	Second Prior Year (2020-21)	First Prior Year (2021-22)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	562,404.00	542,635.00	640,405.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	562,404.00	542,635.00	640,405.00
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	11,247,970.88	10,852,615.64	12,808,004.00
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses			

(Line 2a plus Line 2b)	11,247,970.88	10,852,615.64	12,808,004.00
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	5.0%	5.0%	5.0%

District's Deficit Spending Standard Percentage Levels

(Line 3 times 1/3):

1.7%	1.7%	1.7%
------	------	------

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

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

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2019-20)	(357,682.95)	8,610,921.04	4.2%	Not Met
Second Prior Year (2020-21)	951,076.54	7,151,298.17	N/A	Met
First Prior Year (2021-22)	300,310.00	8,080,833.00	N/A	Met
Budget Year (2022-23) (Information only)	(238,357.00)	8,207,100.00		

8C. Comparison of District Deficit Spending to the Standard

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

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

The district transferred \$160,888 to Fund 40 for construction costs in 2019/20. These were one-time expenses and not recurring. The district also offered a Golden handshake incentive in 2018/19 which was paid in one lump sum in the 2019-20 school year. This is also not a recurring expense.

9. CRITERION: Fund Balance

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

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

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

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

District's Fund Balance Standard Percentage Level:

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

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

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2019-20)	2,681,348.00	3,028,282.74	N/A	Met
Second Prior Year (2020-21)	2,507,673.00	2,670,599.79	N/A	Met
First Prior Year (2021-22)	3,364,192.00	3,621,677.00	N/A	Met
Budget Year (2022-23) (Information only)	3,921,987.00			

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

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

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

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

Explanation:
(required if NOT met)

10. CRITERION: Reserves

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

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

Percentage Level	District ADA
------------------	--------------

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

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

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

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.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	826	825	822
District's Reserve Standard Percentage Level:	4%	4%	4%

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

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

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

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

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

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

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

10B. Calculating the District's Reserve Standard

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

All other data are extracted or calculated.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	13,178,276.00	12,323,792.00	12,014,105.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	13,178,276.00	12,323,792.00	12,014,105.00
4. Reserve Standard Percentage Level	4%	4%	4%
5. Reserve Standard - by Percent (Line B3 times Line B4)	527,131.04	492,951.68	480,564.20
6. Reserve Standard - by Amount (\$75,000 for districts with 0 to 1,000 ADA, else 0)	75,000.00	75,000.00	75,000.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	527,131.04	492,951.68	480,564.20

10C. Calculating the District's Budgeted Reserve Amount

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

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	658,920.00	616,189.00	600,705.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	658,920.00	616,189.00	600,705.00
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	5.00%	5.00%	5.00%
District's Reserve Standard			

(Section 10B, Line 7):	527,131.04	492,951.68	480,564.20
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

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

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

Yes

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

The district has hired temporary employees for two years 21/22 and 22/23 using some of the ESSER II and ESSER III funds. Once those funds are gone at the end of the 22/23 year, the employees will be reduced unless another funding source is able to provide for those employee services and costs.

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

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

S5. Contributions

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

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

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

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

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

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

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
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1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**

First Prior Year (2021-22)	(999,352.00)			
Budget Year (2022-23)	(1,259,070.00)	259,718.00	26.0%	Not Met
1st Subsequent Year (2023-24)	(1,012,597.00)	(246,473.00)	(19.6%)	Not Met
2nd Subsequent Year (2024-25)	(1,036,850.00)	24,253.00	2.4%	Met

1b. **Transfers In, General Fund ***

First Prior Year (2021-22)	0.00			
Budget Year (2022-23)	0.00	0.00	0.0%	Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	Met

1c. **Transfers Out, General Fund ***

First Prior Year (2021-22)	65,000.00			
Budget Year (2022-23)	30,000.00	(35,000.00)	(53.8%)	Not Met
1st Subsequent Year (2023-24)	0.00	(30,000.00)	(100.0%)	Not Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**

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

No

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

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

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

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

Explanation:
(required if NOT met)

In the past years, the district has made a contribution to its Cafeteria and Special Reserve fund. For the coming year, only a contribution to the Cafeteria program is budgeted. The two subsequent years have no contributions to any other fund budgeted.
- 1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

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

Explanation:
(required if NOT met)

In the past years, the district has made a contribution to its Cafeteria and Special Reserve fund. For the coming year, only a contribution to the Cafeteria program is budgeted. The two subsequent years have no contributions to any other fund budgeted.
- 1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

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

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

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

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

- 1. Does your district have long-term (multiyear) commitments?
(If No, skip item 2 and Sections S6B and S6C) Yes
- 2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2022
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases	14	Dev Fees/General Fund	25/7438/7439 and 01/7438/7439	1,069,870
Certificates of Participation				
General Obligation Bonds	11	Bond Funds	51/7433/7434	1,363,504
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				101,534
Other Long-term Commitments (do not include OPEB):				
TOTAL:				2,534,908

Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
	Annual Payment	Annual Payment	Annual Payment	Annual Payment
	(P & I)	(P & I)	(P & I)	(P & I)
Leases	93,844	93,844	93,844	93,844
Certificates of Participation				
General Obligation Bonds	204,185	209,287	215,542	240,494
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	298,029	303,131	309,386	334,338
Has total annual payment increased over prior year (2021-22)?		Yes	Yes	Yes

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

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

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

The increase in payments is for our Bond which was used to construct a new school approximately 10-11 years ago. These payments are made out of the Bond Fund from property taxes paid to our county assessor.

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 annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

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

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

Yes

2. For the district's OPEB:

a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

No

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

The district offers post-employment benefits to retirees for 5 yrs or up to age 65 whichever is first. There is a CAP to these benefits and retirees are responsible for the difference between the CAP and cost of the benefits they chose.

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

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

	Self-Insurance Fund	Governmental Fund
	0	0

4. OPEB Liabilities Data must be entered.

a. Total OPEB liability	428,798.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	428,798.00
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	Jun 30, 2021

	OPEB Contributions	Budget Year	1st Subsequent Year	2nd Subsequent Year
5.		(2022-23)	(2023-24)	(2024-25)
	a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method			
	b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	18,922.00	17,000.00	12,793.00
	c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	18,922.00	17,000.00	12,793.00
	d. Number of retirees receiving OPEB benefits	6.00	5.00	4.00

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

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

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

No

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

3. Self-Insurance Liabilities
- a. Accrued liability for self-insurance programs
 - b. Unfunded liability for self-insurance programs

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

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

S8. Status of Labor Agreements

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

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:
The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

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

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

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

	Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of certificated (non-management) full - time - equivalent(FTE) positions	59	55	49	49

Certificated (Non-management) Salary and Benefit Negotiations

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

Yes

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

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

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

--

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:
- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

May 17, 2022
Yes

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

If Yes, date of Superintendent and CBO certification:

May 10, 2022

If Yes, date of budget revision board adoption:

No

4. Period covered by the agreement:

Begin Date: Jul 01, 2022	End Date: Jun 30, 2024
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5. Salary settlement:

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			

One Year Agreement

Total cost of salary settlement		
% change in salary schedule from prior year		

or

Multiyear Agreement

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

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

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

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

7. Amount included for any tentative salary schedule increases

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

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

1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	679223	689258	758183
3. Percent of H&W cost paid by employer	78.1%	68.6%	62.4%
4. Percent projected change in H&W cost over prior year	(9.7%)	(12.2%)	(9.1%)

Certificated (Non-management) Prior Year Settlements

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

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

If Yes, explain the nature of the new costs:

No		
----	--	--

Certificated (Non-management) Step and Column Adjustments

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	78959	156029	59988
3. Percent change in step & column over prior year	11.0%	97.6%	(61.6%)

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

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Certificated (Non-management) - Other

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

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

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

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of classified(non - management) FTE positions	47	49	49	49

Classified (Non-management) Salary and Benefit Negotiations

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

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

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

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

Negotiations Settled

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

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?
If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	<input type="text"/>	<input type="text"/>	<input type="text"/>

One Year Agreement

Total cost of salary settlement	<input type="text"/>	<input type="text"/>	<input type="text"/>
% change in salary schedule from prior year	<input type="text"/>	<input type="text"/>	<input type="text"/>

or

Multiyear Agreement

Total cost of salary settlement	<input type="text"/>	<input type="text"/>	<input type="text"/>
% change in salary schedule from prior year (may enter text, such as "Reopener")	<input type="text"/>	<input type="text"/>	<input type="text"/>

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

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

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
7. Amount included for any tentative salary schedule increases	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

Yes	Yes	Yes
257616	341162	375278
82.4%	62.2%	56.6%
1.5%	(24.5%)	(9.1%)
No		

Classified (Non-management) Prior Year Settlements

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

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

If Yes, explain the nature of the new costs:

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

Classified (Non-management) Step and Column Adjustments

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

Yes	Yes	Yes
27780	59089	32195
6.1%	112.7%	(45.5%)

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

Yes	Yes	Yes
Yes	Yes	Yes

Classified (Non-management) - Other

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

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

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

Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
--------------------------	-------------	---------------------	---------------------

	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of management, supervisor, and confidential FTE positions	4.5	5	5	5

Management/Supervisor/Confidential

Salary and Benefit Negotiations

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

Yes

If Yes, complete question 2.

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

--

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

Negotiations Settled

2. Salary settlement:

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

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

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)
Yes	Yes	Yes
13089	16567	15796
417.0%	26.6%	(4.7%)

Negotiations Not Settled

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

--

4. Amount included for any tentative salary schedule increases

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

Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

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

2. Total cost of H&W benefits

3. Percent of H&W cost paid by employer

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

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)
Yes	Yes	Yes
45808	50389	55428
105.3%	95.7%	87.0%
34.1%	(9.1%)	(9.1%)

Management/Supervisor/Confidential

Step and Column Adjustments

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

2. Cost of step and column adjustments

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)
Yes	Yes	Yes
13089	16567	15796

3. Percent change in step & column over prior year

417.0%	26.6%	(4.7%)
--------	-------	--------

Management/Supervisor/Confidential

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

Other Benefits (mileage, bonuses, etc.)

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

Yes	Yes	Yes
3600	3600	3600
857.0%	0.0%	0.0%

S9. Local Control and Accountability Plan (LCAP)

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

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

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

Yes
Jun 29, 2022

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

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described

Yes

in the Local Control and Accountability Plan and Annual Update Template?

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

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

No
No
Yes
No
No
No
No
No
No

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

Comments:

--

Cottonwood Union Elementary
Shasta County

School District Criteria and Standards Review

Budget, July 1
General Fund

45 69955 0000000
Form 01CS
D8B5H27KJK(2022-23)

(optional)

End of School District Budget Criteria and Standards Review

G = General
Ledger Data; S =
Supplemental
Data

Data Supplied For:			
Form	Description	2021-22 Estimated Actuals	2022-23 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund	G	G
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects		
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits	G	G
21	Building Fund		
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund		
40	Special Reserve Fund for Capital Outlay Projects	G	G
49	Capital Project Fund for Blended Component Units		

51	Bond Interest and Redemption Fund	G	G
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		
CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	G	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		G
CHG	Change Order Form		
DEBT	Schedule of Long-Term Liabilities		
ESMOE	Every Student Succeeds Act Maintenance of Effort	G	
ICR	Indirect Cost Rate Worksheet	GS	

L	Lottery Report	GS	
MYP	Multiyear Projections - General Fund		GS
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		S
SIAA	Summary of Interfund Activities - Actuals	G	
SIAB	Summary of Interfund Activities - Budget		G
01CS	Criteria and Standards Review	GS	GS

Budget, July 1
Estimated Actuals 2021-22
Technical Review Checks
Phase - All
Display - All Technical Checks

Cottonwood Union Elementary

Shasta County

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

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

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

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

IMPORT CHECKS

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

CHK-RES6500XOBJ8091 - (Fatal) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years).	<u>Passed</u>
CHK-FUNCTIONxOBJECT - (Fatal) - All FUNCTION and OBJECT account code combinations must be valid.	<u>Passed</u>
CHK-GOALxFUNCTION-A - (Fatal) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC.	<u>Passed</u>
CHK-GOALxFUNCTION-B - (Fatal) - General administration costs(functions 7200 - 7999, except 7210) must be direct - charged to an Undistributed, Nonagency, or County Services to Districts goal(Goal 0000, 7100 - 7199, or 8600 - 8699).	<u>Passed</u>
SPECIAL-ED-GOAL - (Fatal) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332.	<u>Passed</u>
PY-EFB=CY-BFB - (Fatal) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791).	<u>Passed</u>
PY-EFB=CY-BFB-RES - (Fatal) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource.	<u>Passed</u>
<u>GENERAL LEDGER CHECKS</u>	
INTERFD-DIR-COST - (Fatal) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds.	<u>Passed</u>
INTERFD-INDIRECT - (Fatal) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds.	<u>Passed</u>
INTERFD-INDIRECT-FN - (Fatal) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function.	<u>Passed</u>
INTERFD-IN-OUT - (Fatal) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629).	<u>Passed</u>
DUE-FROM=DUE-TO - (Fatal) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610).	<u>Passed</u>
LCFF-TRANSFER - (Fatal) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually.	<u>Passed</u>
INTRA-FD-DIR-COST - (Fatal) - Transfers of Direct Costs (Object 5710) must net to zero by fund.	<u>Passed</u>
INTRA-FD-INDIRECT - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by fund.	<u>Passed</u>
INTRA-FD-INDIRECT-FN - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by function.	<u>Passed</u>
CONTRIB-UNREST-REV - (Fatal) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund.	<u>Passed</u>
CONTRIB-RESTR-REV - (Fatal) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund.	<u>Passed</u>

EPA-CONTRIB - (Fatal) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400).	<u>Passed</u>
LOTTERY-CONTRIB - (Fatal) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300).	<u>Passed</u>
PASS-THRU-REV=EXP - (Warning) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource.	<u>Passed</u>
SE-PASS-THRU-REVENUE - (Warning) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area.	<u>Passed</u>
EXCESS-ASSIGN-REU - (Fatal) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95).	<u>Passed</u>
UNASSIGNED-NEGATIVE - (Fatal) - Unassigned/Unappropriated Balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95.	<u>Passed</u>
UNR-NET-POSITION-NEG - (Fatal) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95.	<u>Passed</u>
RS-NET-POSITION-ZERO - (Fatal) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95.	<u>Passed</u>
EFB-POSITIVE - (Warning) - All ending fund balances (Object 979Z) should be positive by resource, by fund.	<u>Passed</u>
OBJ-POSITIVE - (Warning) - All applicable objects should have a positive balance by resource, by fund.	<u>Passed</u>
REV-POSITIVE - (Warning) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund.	<u>Passed</u>
EXP-POSITIVE - (Warning) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund.	<u>Passed</u>
AR-AP-POSITIVE - (Warning) - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund.	<u>Passed</u>
CEFB-POSITIVE - (Fatal) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund.	<u>Passed</u>
NET-INV-CAP-ASSETS - (Warning) - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund.	<u>Passed</u>

SUPPLEMENTAL CHECKS

ASSET-ACCUM-DEPR-NEG - (Fatal) - In Form ASSET, accumulated depreciation and amortization for governmental and business-type activities must be zero or negative.	<u>Passed</u>
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DEBT-ACTIVITY - (Informational) - If long-term debt exists, there should be activity entered in the Schedule of Long-Term Liabilities (Form DEBT) for each type of debt.

Passed

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

Passed

EXPORT VALIDATION CHECKS

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

Passed

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

Passed

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

Passed

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

Passed

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

Passed

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

Passed

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

Cottonwood Union Elementary

Shasta County

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

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

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

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

IMPORT CHECKS

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

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

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

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

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

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

GENERAL LEDGER CHECKS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EXP-POSITIVE - (Warning) - The following expenditure functions have a negative balance by resource, by fund. (NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.) Exception

FUND	RESOURCE	FUNCTION	VALUE
01	4035	1000	(\$1,677.00)

Explanation: This will be fixed in the First Interim Budget report.

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

SUPPLEMENTAL CHECKS

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

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

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

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

EXPORT VALIDATION CHECKS

FORM01-PROVIDE - (Fatal) - Form 01 (Form 01I) must be opened and saved.	<u>Passed</u>
BUDGET-CERT-PROVIDE - (Fatal) - Budget Certification (Form CB) must be provided.	<u>Passed</u>
WK-COMP-CERT-PROVIDE - (Fatal) - Workers' Compensation Certification (Form CC) must be provided.	<u>Passed</u>
ADA-PROVIDE - (Fatal) - Average Daily Attendance data Form A must be provided.	<u>Passed</u>
CS-PROVIDE - (Fatal) - The Criteria and Standards Review (Form 01CS) has been provided.	<u>Passed</u>
MYP-PROVIDE - (Warning) - A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.)	<u>Passed</u>
CHK-UNBALANCED-A - (Warning) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed.	<u>Passed</u>
CHK-UNBALANCED-B - (Fatal) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed.	<u>Passed</u>
CHK-DEPENDENCY - (Fatal) - If data has changed that affect other forms, the affected forms must be opened and saved.	<u>Passed</u>
VERSION-CHECK - (Warning) - All versions are current.	<u>Passed</u>

COTTONWOOD CREEK CHARTER SCHOOL
2022/2023 ADOPTED BUDGET
June 13, 2022

AB1200/AB 256 requires the Board of Trustees to adopt a budget by July 1 of each fiscal year. This budget is for the period of July 1, 2022 through June 30, 2023. The 2021/2022 Second Interim Budget is used as the basis for comparison for the prior year.

Enrollment: Cottonwood Creek Charter School is projecting enrollment of **266 students**. The multi-year projection is based on an enrollment of 266 for each subsequent years as well. This is an increase of 14 students over last year's enrollment number of 252.

Average Daily Attendance (ADA) Calculation: ADA is projected at 98% of enrollment for the current and future years. This equates to **260.6 ADA** for each year. **This is an increase of 12.45 students since 2021/22 Second Interim.**

Number of Teachers: Cottonwood Creek Charter School has a teaching staff of 12.0 FTE. The Director is a 1.0 FTE administrator; the total certificated FTE is 13.0. This is an **increase of 0.6 FTE**. The multi-year projection is based on the same teaching staff as the current year. The staff to student ratio has to be at or below 25:1. The current charter school ratio is 22.17 students per teacher.

REVENUES

	2021-22 Adopted Budget	2021-22 Second Interim	2022-23 Adopted Budget	Change
LCFF Revenue	\$2,348,846	\$2,236,488	\$2,551,793	\$315,305
Federal Revenue	\$41,662	\$44,508	\$44,699	\$191
State Revenue	\$323,967	\$242,321	\$230,800	-\$11,521
Local Revenue	\$159,262	\$175,099	\$215,200	\$40,101
Other Income Source				
Total Revenue	\$2,873,737	\$2,698,416	\$3,042,492	\$344,076

LCFF Revenue increased due to the increase in projected enrollment/ADA and an increased COLA. This budget is based on a 6.56% COLA for the current year.

Federal Revenue increased in Special Education funding.

State Revenue decreased in Expanded Learning Opportunity Grant (ELO) funding..

Local Revenue increased \$40,101 overall due to an increase in Special Education funding.

EXPENDITURES

	2021-22 Adopted Budget	2021-22 Second Interim	2022-23 Adopted Budget	Change
Certificated Salaries	\$950,796	\$983,464	\$979,504	-\$3,960
Classified Salaries	\$275,591	\$308,040	\$297,601	-\$10,439
Employee Benefits	\$515,842	\$512,182	\$539,412	\$27,230
Books & Supplies	\$160,748	\$153,487	\$136,911	-\$16,576
Services & Other Exp's	\$544,666	\$574,167	\$608,357	\$34,190
Depreciation Expense	\$19,125	\$19,125	\$18,876	-\$249
Other Uses/Debt Service	\$37,104	\$37,104	\$104,334	\$67,230
Total Expenditures	<u>\$2,503,872</u>	<u>\$2,587,569</u>	<u>\$2,684,995</u>	<u>\$97,426</u>

Certificated Salaries decreased below the annual salaries of the prior year due to the one-time bonuses given in 21/22 that are NOT included in this year's budget. **The budget does include Step & Column increases.**

Classified Salaries decreased below the annual salaries of the prior year due to the one-time bonuses given in 21/22 that are NOT included in this year's budget. **The budget does include Step & Column increases**

Employee Benefits changed in the following areas:

STRS rate increased from 16.92% to 19.1% = \$26,305

PERS rate increased from 22.91% to 25.37% = \$4,485

SS/Medicare rate unchanged. Increase of \$5,520

Health & Welfare Benefits decreased (\$4,812).

Unemployment rate unchanged. Decrease of (\$916).

Worker's Comp rate decreased from 1.76 to 1.56% = (\$3,352)

Books & Supplies decreased by (\$16,576) overall. Reductions in 4410 Object Code mostly.

Services & Other Exp's increased by \$34,190 overall. Most of this increase is in Contracted Services.

Depreciation Expense decreased by (\$249) for the playground and the building.

Other Outgo increased \$67,230 for anticipated loan payments for the second half of the year.

ENDING BALANCE INCREASE/DEFICIT SPENDING

The Charter School projections have a surplus of \$357,497.

ENDING FUND BALANCE

The 2022/2023 Adopted budget has an ending fund balance of **\$2,190,630**. The components of the ending fund balance are:

Legally Restricted Capital Asset -Playground	\$30,130
Legally Restricted (Lottery)	\$0
Legally Restricted (Educator Effectiveness)	\$28,134
Legally Restricted (CPDBG)	\$1,127
Legally Restricted (Expanded Learning Opp-ELO)	\$0
Legally Restricted (ELO-Paraprofessionals)	\$0
TOTAL RESTRICTED	<u>\$59,391</u>
Economic Uncertainty - 7%	\$187,955
Net Investment in Capital Assets	\$616,723
(Includes Building/Equipment/Fencing)	
Future Facility/Capital Improvements/Purchases	\$1,310,927
Education Protection Act Funds	\$0
Unrestricted lottery	\$15,634
TOTAL UNRESTRICTED	<u>\$2,131,239</u>
ENDING FUND BALANCE	<u><u>\$2,190,630</u></u>

CASH BALANCE

The Charter School is now projected to have a **positive cash balance** on June 30, 2023 of **\$1,468,713**. (See separate sheet "Cash Flow Worksheet" for projected monthly cash breakdown.)

ITEMS OF SPECIAL INTEREST

The **Special Education** program is in its sixth year and continues to be monitored closely to ensure that compliance is maintained and that the charter will be able to meet the ongoing maintenance of effort within the program. **This year there is NO contribution budgeted for the Special Education program.** (see attached sheet, "Special Education Adopted Budget for 2022/2023")

The Charter School is in the midst of a **construction loan/project to build a new gymnasium**. This loan will pay off the existing loan for the purchase of the school site so there is only one loan remaining. The projected payments have been included in the MYP. As actual numbers are known these will be updated in future budgets.

ADDITIONAL REVENUES NOT INCLUDED IN ADOPTED BUDGET

Until the Governor’s Budget passes, the following revenues *are not included*. Passage of the State Budget will require a 45-Day Revision presented to the board in August with any updates.

- 1) **UPK Program** – Universal Pre-Kindergarten Program. The charter school is projected to receive approximately **\$53,394** for this program.
- 2) **Increase to LCFF Base Revenue** amount:

	<u>K-3</u>	<u>4-6</u>	<u>7-8</u>	<u>Total</u>
Increase to Base	\$266	\$270	\$278	
Projected ADA	117.6	89	54	260.6
Additional Revenue Estimate	\$31,282	\$24,030	\$15,012	\$70,324

- 3) **Discretionary Block Grant:** currently proposed at \$1,500/ADA. This would mean **\$390,900** approximately for CCCS. These funds require approval by the board **BEFORE** spending. There should be a plan for these funds presented to the board for approval.

MULTI-YEAR PROJECTION

No staffing changes have been projected for the following two years.
(See “Multi-Year Projection – 2022/2023 Adopted Budget”)

The following assumptions were used for **2023/24 and 2024/25:**

- ADA estimated at 260.6 – no change
- Certificated staffing remains the same – step & column are included
- Classified staffing remains the same – step & column are included
- ELO Funds were budgeted in full in 2021/22; however, there may be some unspent funds that will be added at First Interim to the current year.**
- The ending balance projection is **\$2,501,135 in 2023/24 and \$2,858,713 in 2024/25.**

ANALYSIS

The Charter School increased the **EUC level** to 7% in 2014/15 and is able to maintain that for all years shown in the MYP.

Cottonwood Creek Charter
Cashflow Worksheet
2022/2023 Adopted Budget

	Object	January	February	March	April	May	June	Accruals / Adjustments	TOTAL	
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
A. BEGINNING CASH	9110	1,413,464	1,581,639	1,531,420	1,727,745	1,845,388	1,869,720			
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019	115,432	115,432	115,432	115,432	115,432	0	115,431	1,282,577	
EPA	8012	0	0	166,303	0	0	166,303	0	665,210	
Property Taxes	8020-8079	0	0	0	0	0	0	0	0	
Miscellaneous Funds	8080-8099	42,998	42,998	97,424	48,712	48,712	48,712	48,712	604,006	
Federal Revenue	8100-8299	0	0	0	44,699	0	(44,699)	44,699	44,699	
Other State Revenue	8300-8599	179,953	0	0	43,446	0	(161,074)	161,074	230,800	
Other Local Revenue	8600-8799	38,684	14,988	23,326	29,607	23,799	(54,060)	54,060	215,200	
Interfund Transfers In	8910-8929	0	0	0	0	0	0	0	0	
All Other Financing Sources	8930-8979	0	0	0	0	0	0	0	0	
Other Receipts/Non-Revenue		0	0	0	0	0	0	0	0	
TOTAL RECEIPTS		377,068	173,418	402,484	281,896	187,943	(44,819)	423,976	3,042,492	
C. DISBURSEMENTS										
Certificated Salaries	1000-1999	89,750	97,741	97,460	90,018	104,119	0	0	979,504	
Classified Salaries	2000-2999	27,857	30,165	29,791	31,071	28,094	0	0	297,601	
Employee Benefits	3000-3999	51,790	52,322	54,006	52,431	55,667	(130,045)	130,045	539,412	
Books, Supplies and Services	4000-5999	25,121	4,947	6,987	18,527	6,585	(141,000)	141,000	136,911	
Capital Outlay	6000-6999	0	0	0	0	0	608,357	0	608,357	
Other Outgo	7000-7499	0	0	0	0	0	18,876	0	18,876	
Interfund Transfers Out	7600-7629	0	0	0	0	0	0	0	0	
All Other Financing Uses	7630-7699	0	0	0	0	0	0	104,334	104,334	
Other Disbursements/ Non Expenditures		0	0	0	0	0	0	0	0	
TOTAL DISBURSEMENTS		194,518	185,175	188,244	192,048	194,464	356,188	375,379	2,684,995	
D. PRIOR YEAR TRANSACTIONS										
Assets										
Cash Not in Treasury	9111-9199	0	0	0	0	0	0	7,907	7,907	
Accts Receivable	9200-9299	0	(87)	1,112	15,632	0	0	0	484,464	
Due From Other Funds	9310	0	0	0	0	0	0	0	0	
Stores Inventory	9320	0	0	0	0	0	0	0	0	
Prepaid Exp.	9330	0	0	0	0	0	0	0	0	
Other Assets	9340	0	0	0	0	0	0	0	0	
Total Assets		0	(87)	1,112	15,632	0	0	2,282,885	2,282,885	
Liabilities										
Accounts Payable	9500-9599	(14,375)	(38,375)	(19,026)	12,164	30,853	0	0	(255,179)	
Due to Other Funds	9610	0	0	0	0	0	0	0	0	
Current Loans	9640	0	0	0	0	0	0	(1,617,472)	(1,617,472)	
Deferred Revenues	9650	0	0	0	0	0	0	0	0	
Total Liabilities		(14,375)	(38,375)	(19,026)	12,164	30,853	0	(1,617,472)	(1,872,651)	
TOTAL PRIOR YEAR TRANSACTIONS		(14,375)	(38,462)	(17,914)	27,795	30,853	0	673,320	902,605	
E. NET INCREASE/DECREASE (B - C + D)		168,175	(50,219)	196,326	117,643	24,332	(401,007)	721,917	1,260,102	
F. ENDING CASH (A + E)		1,581,639	1,531,420	1,727,745	1,845,388	1,869,720	1,468,713			
G. ENDING FUND BALANCE									2,190,630	

Cottonwood Creek Charter School
Special Education Adopted Budget
2022/2023

	<u>Budget 2022/23</u>	<u>Projections 2021/22</u>	<u>Actuals 2020/21</u>
Projected Revenue			
Federal	44,699	44,508	41,662
State	180,200	140,099	120,124
	224,899	184,607	161,786
Budgeted Expenditures			
Certificated Salaries	89,265	87,390	84,938
Classified Salaries	22,633	21,581	18,882
Employee Benefits	44,276	40,729	36,469
Instructional Materials	18,424	772	885
Contracted Services	41,000	31,144	34,988
Indirect Cost Charged	9,301	11,137	7,593
	224,899	192,753	183,755
Surplus/(Deficit)	-	(8,146)	(21,969)
Estimated Contribution Needed	-	(8,146)	(21,969)

There cannot be carryover in the Special Education program.
Any shortages must be covered by the General budget of the Charter School.

**Cottonwood C Charter School
MULTI-YEAR PROJECTION
2022/2023 ADOPTED BUDGET**

June 13, 2022

		2022-23 Adopted Budget			2023-24 Projected			2024-25 Projected		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
REVENUES	ESTIMATED P-2 ADA	260,6			260,6			260,6		
Total LCFF Revenue	8010-8099	2,551,793	0	2,551,793	2,689,513	0	2,689,513	2,791,758	0	2,791,758
Federal Revenues	8100 - 8299	0	44,699	44,699	0	44,699	44,699	0	44,699	44,699
Other State Revenues	8300 - 8599	49,145	181,655	230,800	49,404	170,293	219,697	49,563	147,737	197,300
Other Local Revenues	8600 - 8799	35,000	180,200	215,200	32,500	180,200	212,700	32,500	180,200	212,700
Interfund Transfers In	8910 - 8929			0			0			0
Other Sources	8930 - 8979			0			0			0
Contributions	8980 - 8999			0	(26,247)	26,247	0	(50,642)	50,642	0
TOTAL REVENUES		2,635,938	406,554	3,042,492	2,745,170	421,439	3,166,609	2,823,179	423,278	3,246,457
EXPENDITURES										
Certificated Salaries	1000 - 1999	880,039	99,465	979,504	895,639	100,965	996,604	911,239	102,465	1,013,704
Classified Salaries	2000 - 2999	269,218	28,383	297,601	272,465	28,383	300,848	275,712	28,383	304,095
Employee Benefits	3000 - 3999	360,208	179,204	539,412	392,798	179,793	572,591	396,887	180,132	577,019
Total Salaries and Benefits		1,509,465	307,052	1,816,517	1,560,902	309,141	1,870,043	1,583,838	310,980	1,894,818
Books and Supplies	4000 - 4999	85,939	50,972	136,911	95,939	50,972	146,911	100,939	50,972	151,911
Services, Other Operating Expenses	5000 - 5999	558,957	49,400	608,357	561,957	49,400	611,357	564,957	49,400	614,357
Depreciation	6000 - 6599	16,172	2,704	18,876	16,500	2,625	19,125	16,500	2,625	19,125
Direct Support / Indirect Costs	7300 - 7399	(9,301)	9,301	0	(9,301)	9,301	0	(9,301)	9,301	0
Debt Service - Interest Only	7400-7499	104,334	0	104,334	208,668	0	208,668	208,668	0	208,668
Interfund Transfers Out	7600-7629	0	0	0	0	0	0	0	0	0
Other Uses	7630 - 7699			0			0			0
TOTAL EXPENDITURES		2,265,566	419,429	2,684,995	2,434,665	421,439	2,856,104	2,465,601	423,278	2,888,879
NET INCREASE/DECREASE IN ENDING BALANCE		370,372	(12,875)	357,497	310,505	0	310,505	357,577	0	357,577
BEGINNING BALANCE		1,760,867	72,266	1,833,133	2,131,239	59,391	2,190,630	2,441,744	59,391	2,501,135
AUDIT ADJUSTMENT		0	0	0						
ENDING BALANCE		2,131,239	59,391	2,190,630	2,441,744	59,391	2,501,135	2,799,322	59,390	2,858,713
Debt Service - Loan Principal		20,772			41,544			41,544		

Components of Ending Balance

Net investment in capital assets (Playground Equip)	30,130	30,130		27,405	27,405		24,680	24,680
Legally Restricted - Lottery	0	0		12,252	12,252		23,376	23,376
Legally Restricted - Educator Effectiveness	28,134	28,134		19,734	19,734		11,334	11,334
Legally Restricted - Classified PD Grant	1,127	1,127						
Legally Restricted - Exp Learning Opp	0	0		0	0			
Net investment in capital assets (School/Fencing/Equip)	616,723	616,723		596,073	596,073		579,573	579,573
Economic Uncertainty (7%)	187,955	187,955		199,927	199,927		202,222	202,222
Board Designated	1,310,927	1,310,927		1,645,743.94	1,645,744		2,017,527	2,017,527
Unrestricted Lottery	15,634	15,634			0			0
Total	2,131,239	59,391	2,190,630	2,441,744	59,391	2,501,135	2,799,322	2,858,713

Cottonwood Creek Charter School
 Revenue Estimates - Breakdown
 2022/2023 ADOPTED BUDGET

ADA

260.6

260.6

260.6

LCFF Revenue

resr
 \$172 Federal Revenue
 Special Ed Funding

State Revenue

0000
 \$163 1100 Lottery Income
 \$65 6300 Lottery-InstMat Revenue State Lottery
 ELO-ESSER/ GEER (R3216-3219)
 \$18.34 0 Mandated Costs
 \$499 STRS On Behalf Entry

Local Revenue

Interest Income Est Interest
 Local Revenue - Miscellaneous Miscellaneous
 \$19 Local Revenue-Field Trips Field Trips
 \$58 Local Revenue - Electives Electives
 \$691 Special Ed Funding

2022/23		2023/24		2024/25	
Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
2,551,793	-	2,689,513	-	2,791,758	-
	44,699	-	44,699	-	44,699
	-	-	-	-	-
-	44,699	-	44,699	-	44,699
-		-		-	
44,366		44,366		44,366	
	17,692		17,692		17,692
	33,918		22,556		
4,779		5,037		5,196	
	130,045		130,045		130,045
49,145	181,655	49,404	170,293	49,563	147,737
5,000		5,000		5,000	
10,000		7,500		7,500	
5,000		5,000		5,000	
15,000		15,000		15,000	
	180,200		180,200		180,200
35,000	180,200	32,500	180,200	32,500	180,200
2,635,938	406,554	2,771,417	395,192	2,873,821	372,636

3,042,492

3,166,608

3,246,457

Cottonwood Creek Charter School
 Estimated Expenditure Changes

2023/2024 Changes	Unrestricted	Restricted	Total
Certificated Salaries			
Estimated Step & Column	15,600	1,500	17,100
<i>Expanded Learning Opportunity Grant (R7425)</i>		0	0
Subtotal	15,600	1,500	17,100
Classified Salaries			
Estimated Step & Column	2,532	715	3,247
Subtotal	2,532	715	3,247
Employee Benefits			
Benefits on estimated step & column	5,000	589	5,589
STRS rate increase	20,727		20,727
PERS rate increase	6,862		6,862
			0
			0
			0
Subtotal	32,590	589	33,179
Books & Supplies			
Technology Needs	10,000		10,000
<i>Expanded Learning Opportunity Grant</i>		0	0
			0
			0
Subtotal	10,000	0	10,000
Services & Other Operating Exp's			
			0
Utilities Increase	3,000		3,000
<i>Expanded Learning Opportunity Grant</i>			0
<i>Educator Effectiveness PD</i>		0	0
			0
			0
Subtotal	3,000	0	3,000
Capital Outlay			
Subtotal	0	0	0
Debt Service - Interest Payments			
	0		0
Subtotal	0	0	0
Transfers Out			
			0
Subtotal	0	0	0

Cottonwood Creek Charter School
 Estimated Expenditure Changes

2024/2025 Changes	Unrestricted	Restricted	Total
Certificated Salaries			
Estimated Step & Column	15,600	1,500	17,100
Subtotal	15,600	1,500	17,100
Classified Salaries			
Estimated Step & Column	3,247	0	3,247
Subtotal	3,247	0	3,247
Employee Benefits			
Benefits on estimated step & column	4,641	339	4,980
STRS rate increase	0		0
PERS rate increase	(551)		(551)
Subtotal	4,090	339	4,429
Books & Supplies			
Increase Inst Materials	5,000		5,000
Subtotal	5,000	0	5,000
Services & Other Operating Exp's			
Utilities Increase	3,000		3,000
Subtotal	3,000	0	3,000
Capital Outlay			
			0
	0	0	0
Subtotal	0	0	0
Transfers Out			
			0
			0
Subtotal	0	0	0

COTTONWOOD UNION SCHOOL DISTRICT

20512 West First Street
Cottonwood, CA 96022

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT (EPA) FOR 2022/2023

RESOLUTION #2022-6

WHEREAS, the voters approved Proposition 30 on November 6, 2012; and

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012; and

WHEREAS, the provision of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account (EPA) to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f); and

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year; and

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year; and

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts; and

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government; and

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction; and

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board; and

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost; and

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent; and

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution; and

WHEREAS, expenses incurred by community college districts county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the **Cottonwood Union School District**;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the **Cottonwood Union School District** has determined to spend the monies received from the Education Protection Act as attached.

PASSED AND ADOPTED by the Governing Board on the 28th day of June, 2022, by the following vote:

Ayes:
Noes:
Absent:

Heather Sulzer, Clerk of the Board

2022-23 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Estimated Revenue and Expenditures through: June 30, 2023
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	2,097,959.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		2,097,959.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	2,097,959.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		2,097,959.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

COTTONWOOD UNION SCHOOL DISTRICT

20512 West First Street
Cottonwood, CA 96022

**RESOLUTION TO ESTABLISH TEMPORARY INTERFUND TRANSFERS
OF SPECIAL OR RESTRICTED FUND MONIES**

RESOLUTION #2022-7

WHEREAS, the governing board of any school district may direct that monies held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603; and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 days of a fiscal year;

NOW THEREFORE, BE IT RESOLVED that the Governing Board of the Cottonwood Union School District, in accordance with the provision of Education Code Section 42603 adopts the following authorization for fiscal year 2022-2023 to temporarily transfer funds.

PASSED AND ADOPTED by the Governing Board on the 28th day of June, 2022, by the following vote:

Ayes:

Noes:

Absent:

STATE OF CALIFORNIA)
COUNTY OF SHASTA)

I, Heather Sulzer, Member of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

WITNESSED my hand this 28th day of June, 2022.

Heather Sulzer, Clerk of the Board

**COTTONWOOD UNION SCHOOL DISTRICT
20512 West First Street
Cottonwood, CA 96022**

**TRANSFER OF FUNDS FROM THE GENERAL FUND TO THE SPECIAL
RESERVE FUND FOR CAPITAL OUTLAY PROJECTS, FUND 4840**

RESOLUTION #2022-8

WHEREAS, The California Education Code authorized the establishment of a Special Reserve Fund for Capital Outlay Projects; and

WHEREAS, the Governing Board of the Cottonwood Union School District established a Special Reserve Fund for Capital Outlay Projects on December 12, 2017; and

WHEREAS, it has been advised to transfer funds from the General Fund to the Special Reserve Fund for Capital Outlay Projects

NOW, THEREFORE IT BE RESOLVED that the Governing Board of the Cottonwood Union School District authorizes the transfer of up to \$40,000 from the General Fund to Fund 40, Special Reserve for Capital Outlay Projects. These funds are to be used for capital facilities at the school sites.

PASSED AND ADOPTED this 28th day of June, 2022, by the Board of Trustees of the Cottonwood Union School District, Shasta County, California.

AYES:
NOES:
ABSENT:
ABSTAIN:

Heather Sulzer, Clerk of the Board

**COTTONWOOD UNION SCHOOL DISTRICT
20512 West First Street
Cottonwood, CA 96022**

RESOLUTION #2022-9

**RESOLUTION TO TRANSFER FUNDS
FROM THE GENERAL FUND TO THE CAFETERIA FUND**

PURSUANT TO Education Code the Cottonwood Union School District at its regular approves the transfer of \$35,000 from the General Fund to the Cafeteria Fund, which will be for the District's contribution to the Cafeteria Fund for the 2021/2022 school year.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees of the Cottonwood Union School District authorizes \$35,000 be transferred from the General Fund to the Cafeteria fund as a contribution for the 2021/2022 fiscal year.

PASSED AND ADOPTED this 28th day of June, 2022, by the following vote:

AYES:

NOES:

ABSENT:

Heather Sulzer, Clerk of the Board



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2022/23

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Cottonwood Union School District District CDS Code: _____

Name of County: Shasta County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 06/28/2022 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2023.

Submitted by (Superintendent, Board Secretary, or Designee):

Doug Geren  Superintendent
Name Signature Title

(530) 347-0247 (530) 347-3165 06/28/2022
Fax Number Telephone Number Date

20512 First Street, Cottonwood, Calif. 96022
Mailing Address

dgeren@cwusd.com
Email Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	<u>1</u>
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	<u>1</u>
Teacher Librarian Services	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	1
Single Subject	1
Special Education	
TOTAL	2

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? 1

If yes, list each college or university with which you participate in an internship program.

Simpson University

National University

If no, explain why you do not participate in an internship program.

**PUBLIC DISCLOSURE OF PROPOSED
COLLECTIVE BARGAINING AGREEMENT**
(AB-1200, GOVERNMENT CODE SECTION 3547.5)

School District: COTTONWOOD UNION SCHOOL DISTRICT

Name of Bargaining Unit:	<u>Administration (Including Supt)</u>
Effective dates of the proposed agreement:	<u>July 1, 2022-June 30, 2024</u>
Settles negotiations for which fiscal year:	<u>2022/23 and 2023/24</u>
Date of Public Meeting:	<u>May 17, 2022</u>
Disclosure prepared by:	<u>Laura Merrick</u>

Send to Shasta County Office of Education ten (10) days prior to Board approval.

A. Proposed Change in Salary

Indicate the percentage salary change over the prior year salary schedule for the current and two subsequent fiscal years. Are the costs on-going or one-time?

Year of Proposed Agreement	Current Year	Year 1	Year 2
Percentage Salary Change		5%	3%
On-going or one time cost?		On-Going	On-Going

B. Cost of agreement

Indicate the costs of salary and benefit increases that would be incurred under the agreement for the current and two subsequent fiscal years.

Year	Current Year	Year 1	Year 2
Salary		25,692	16,186
Benefits		5,860	3,692
Other Costs - Health & Welfare increase		0	0
Total Cost	0	31,552	19,878

C. Source of funding

Indicate the source of funding for the proposed agreement. If Staff reductions would be required, this should be stated. Please use additional pages as necessary.

The source of funding for this raise will be the LCFF revenue. For those paid out of restricted resources, restricted funds will be used for those raises.

D. Major provisions

List the major provisions and each of the other costs of the agreement for the current and two subsequent fiscal years. Please use additional pages as necessary.

The district offered the "Me Too" that was offered to CTA and Classified staff of 5% on-going in 22/23 and 3% in 23/24. The one-time "Hazard Pay" will be paid out of General Fund dollars.

E. Impact of proposed agreement on District reserves

State Recommended Minimum Reserve Level (after implementation of Proposed agreement)

Based on the current estimated COLA in 2022/23 and 2023/24 the district will be reducing its reserves to provide this raise.

District UNRESTRICTED Reserves sufficient to meet the minimum recommended level AFTER IMPLEMENTATION OF PROPOSED AGREEMENT for the current and two subsequent fiscal years.

GENERAL FUND RESERVES

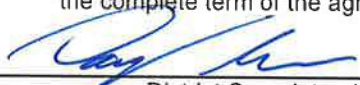
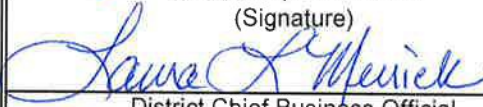
YEAR	Current Year	Year 1	Year 2
Designated for Economic Uncertainties (Object code 9789)	659895	654186	606293
Board-Assigned Reserves (Object code 9780)	3155156	3052765	2301835
UnAssigned / Unappropriated Amount (Object code 9790)	0	0	0
TOTAL RESERVES:	3815051	3706951	2908128

If the funding source is the ending balance; the ending balance should be reduced each year by the cost of this agreement.

CERTIFICATION

To be signed by the District Superintendent and Chief Business Official when submitted for Public Disclosure before formal action by the Governing Board on the proposed agreement.

The Superintendent and Chief Business Official verify that the costs incurred by the District can be met during the complete term of the agreement.

	<p style="font-size: 1.2em; color: blue;">5-10-22</p>
District Superintendent (Signature)	Date
	<p style="font-size: 1.2em; color: blue;">5/10/2022</p>
District Chief Business Official (Signature)	Date

CERTIFICATION

To be signed by the District Superintendent when submitted for Public Disclosure and by the Board President after formal action by the Governing Board on the proposed agreement.

The information provided in this document summarized the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirement of AB1200 and GC3547.5

District Superintendent (Signature)	Date
After public disclosure of the major provisions contained in the Summary, the Governing Board, at its meeting on <u>May 17, 2022</u> took action to approve the proposed agreement with the <u>Administration (Including Supt)</u> bargaining unit.	
President, Governing Board (Signature)	Date

**TENTATIVE AGREEMENT
2022-2023 AND 2023-2024 SCHOOL YEARS**

This agreement is entered into by and between the Cottonwood Union School District (District) and the Administrators. The Administrator and District tentatively agree as follows.

1. Compensation: Effective July 1, 2022
 - 5% on the Salary Schedule (on-going)
2. One-time money of \$ 2,250 for Hazard pay, to be paid by June 30, 2022
3. Compensation: Effective July 1, 2023
 - 3% on the Salary Schedule (on-going)
4. This agreement is subject to the final approval of the Board of Trustees of the District, the final approval of the members of the Administrators and the final approval of the Shasta County Office of Education.
5. The District representatives shall recommend approval of this agreement to the Board of Trustees. The Administrators representatives shall recommend approval of this agreement to the Administrators members.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement this 12th day May, 2022.

COTTONWOOD UNION
SCHOOL DISTRICT

ADMINISTRATORS



Laura L. Meinicke



Lori Weidert

COTTONWOOD UNION SCHOOL DISTRICT
 ADMIN SALARY SCHEDULE 22-23 EFFECTIVE JULY 1, 2023 (proposed)

	step 1	step 2	step 3	step 4	step 5	step 6	step 8	step 10
PRINCIPAL K-5	91,244.06	93,989.90	96,738.15	99,485.20	102,233.47	104,978.08	108,127.00	111,371.00
PRINCIPAL- MIDDLE	93,727.00	96,318.24	98,920.47	101,522.66	104,127.31	106,731.95	109,932.00	113,230.00
Insur Cap \$11,500.00 (210 days)								

Proposed to add Steps 8 & 10

**BOARD RESOLUTION
2022-10**

**AMEND BYLAWS
OF
NORTHERN CALIFORNIA SCHOOLS INSURANCE GROUP (NCSIG)**

WHEREAS, Cottonwood Union School District is a Member of Northern California Schools Insurance Group and the NCSIG Board of Directors reviewed and approved the proposed amendment to the Bylaws of NCSIG on May 26, 2022

NOW THEREFORE BE IT RESOLVED THAT:

The Board of Trustees of Cottonwood Union School District hereby approves the Amendments to the NCSIG Bylaws Amended and Restated dated May 26, 2022.

PASSED AND ADOPTED by the Board of Directors of the

Cottonwood Union School District this June 28, 2022, by the following vote:

AYES:
NOES:
ABSENT:

STATE OF CALIFORNIA
COUNTY OF SHASTA

I, Heather Sulzer, Secretary of the Cottonwood Union School Board of Trustees, do hereby certify that the foregoing is a full, true, and correct copy of the resolution adopted by the Board of Trustees at a regularly called and conducted meeting held on said date.

Secretary of Board of Trustees

ARTICLE XII
WITHDRAWAL FROM OR TERMINATION OF MEMBERSHIP

Any Member having completed three complete program years as a Member of NCSIG may withdraw from its status as a Member and party to the Joint Powers Agreement at the end of the fiscal year subject to the following terms and conditions.

- A. Member must submit a written request to NCSIG JPA Manager no later than ~~March 15~~ December 31 of the preceding Program Year.
- B. Termination of participation in future Program years does not relieve the terminated Member of any benefits or obligations of those Program Years in which the Member participated. These obligations including payment of assessments or any other amounts due and payable, and the terminated Member shall participate in all dividends for the Program Years in which the Member participated.
- C. A Member may be involuntarily terminated from membership in NCSIG upon the weighted vote of two-thirds of all the remaining Directors. Such involuntary termination shall become effective at the end of the Program Year in which the action is taken or upon such other date as the Board of Directors may specify, but in no case less than sixty days after notice of involuntary termination is given. As a result of such involuntary termination:
 - a. The incurred claims, incurred but not reported claims, and all Contributions of the terminated Member applicable to Program Years of membership shall stay with NCSIG.
 - b. The terminated Member shall continue to participate in each of the Program Years for which the agency was a Member.
 - c. The terminated Member shall continue to be bound by the JPA Agreement and the Bylaws for the Program Years during which such agency was a Member.
- D. Grounds for involuntary termination include, but are not limited to, the following:
 - a. Failure or refusal to abide by the JPA Agreement or Bylaws;
 - b. Failure or refusal of a Member to abide by an amendment of the JPA Agreement or Bylaws which has been adopted by the Board of Directors or by the Members of NCSIG as provided in the Agreement or these Bylaws;
 - c. Failure or refusal to pay Contributions or assessments to NCSIG as provided in the Agreement or Bylaws;
 - d. Failure to comply with risk management or safety programs implemented by NCSIG; or
 - e. Failure of a Member to disclose a material fact to NCSIG or its JPA Manager.

**Expanded Learning Opportunities
Program Plan**

**Cottonwood
Union School
District and
Project SHARE
PROGRAM PLAN**

Shasta County Office of Education
1644 Magnolia Avenue
Redding, CA 96001
530-245-7830



Project SHARE Program Plan

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Shasta County Office of Education

Contact Name: Judy Flores

Contact Email: jflores@shastacoe.org

Contact Phone: (530) 225-0227

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. North Cottonwood Elementary School
2. West Cottonwood Jr. High School
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

Expanded Learning Opportunities Program Plan Guide

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

Expanded Learning Opportunities Program Plan Guide

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

- All of our programs are located on our school campuses so that students can walk safely to and from the program site.
- We will provide a safe and supportive environment by:
 - o Including an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following core content subject areas: language arts, mathematics, history and social science, science and computer training
 - o Having an educational enrichment element
 - o Maintaining a pupil-to-staff member ratio of no more than 20:1
 - o Collaborating and coordinating with the regular school day program.
 - o Beginning operation immediately upon the end of the regular school day and operating for a minimum of 15 hours per week and until at least 6:00 p.m., on every regular school day

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

- All programs include a minimum of five hours a week of academic support for all students registered in the program. Literacy is a predominant academic focus throughout the program because without strong reading skills students struggle in all other subject areas.
- After school staff are trained and provided with ELA and math guides that connect after school support materials to school day pacing guides. Thus, staff can easily choose appropriate activities to better support students in each grade level.
- The educational enrichment element comprises up to a minimum of one hour of each day's program. Staff are trained in basic tutoring procedures and positive behavior management as well as implementation of purchased materials. All enrichment activities are linked to the program goals. Enrichment activities engage learning in the areas of literacy, math, social studies, science, visual and performing arts, and civics. Each day, students participate in guided physical

Expanded Learning Opportunities Program Plan Guide

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

- All program sites are provided with the following all inclusive curricula in ELA and Math: Scholastic After School Kits; Language Arts Skill Sets; Learning Wrap-Ups; Learning Palettes; Brain Quest; Jeopardy Game Console; Measurement Kits; Family Math; Mathematic Skill Sets; Brain in a Box; Mindworks Kits; All Hands On Deck Math Games and Activities w/Dice; Lego Robotics; Boxcars and One-Eyed Jacks Math, Wise Skills, Center Stage Science Activities; Lawrence Hall of Science GEMS; Family Science; K'Nex; Robotics; Coding; Lending Library Kits @ Turtle Bay, Keva Planks, Intooba and many more.
- All sites are encouraged to promote cross-age tutoring during their homework hour
- Many students participate in cross age tutoring and homework assistance during academic time
- Fun and engaging opportunities to expand on core subject matter are offered through hands-on learning activities

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

- The data collected from student surveys and informal discussion is used in the development of training, curricula, and projects that will meet students' needs and interests.
- Students are encouraged to participate in the Junior Staff Mentor Program so that they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.
- Students in the lower grades are provided a few choices each day of Clubs and then they self select which Club they wish to participate. This process happens weekly or daily depending on age or grade of students.
- Students participate in our leadership groups. Students participate in running clubs, STEAM Teams, recreation basketball utilizing 40 developmental assets, and dance teams

Expanded Learning Opportunities Program Plan Guide

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

- The program limits sugary snacks and beverages to special events only.
- The program provides nutrition education activities such as CHOPPED for Kids, Cooking for Parents, Harvest of the Month, and other similar activities.
- SCOE has MOU agreements with all school sites and districts to provide nutritious daily snacks to all after school program participants in accordance with the USDA snack guidelines. School site nutrition specialists select snacks and communicate with program staff regarding snack menus.
- Site Facilitators have access to nutrition calculators.
- Programs are supported by the Nutrition Services Department and strive to meet the school's designated health and wellness policies, as well as that established by SCOE.
- Nutritious snacks are provided for all students who participate in the afterschool program through the Nutrition Food Services Department and funded

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

- The program encourages diversity, equity and access, and creates an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.
- The program collaborates with each district in order to reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program. If necessary, the After School Program staff can participate in student Individual Education Programs (IEPs) and behavior modification plan meetings. The program makes reasonable program modifications when possible to allow for students with disabilities and other areas of need to participate fully.

Expanded Learning Opportunities Program Plan Guide

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

In order to be hired, all staff members who supervise students must meet the minimum qualifications of a paraprofessional, which include:

- (a) high school diploma or GED and,
- (b) completed at least 2 years of college (minimum 48 semester units)
- (c) obtained an Associates (or higher) degree; or
- (d) met a rigorous standard of quality and can demonstrate, through a formal local academic assessment and proof of certification through the Shasta County Office of Education.

In addition, each staff member must be fingerprinted and have a current T.B. clearance.

SCOE After School Program Facilitator positions are advertised on-line through EDJoin.org. ASP staff are trained and encouraged to apply for facilitator jobs. We partner with staff agencies, recruit at job fairs, college campuses, and on-line job

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

- Project Share utilizes survey data and input from Site Administrators and staff to determine the needs of the community, students, and parents to align with the Project Share vision, mission, and purpose.
- Our Program
 - o Project SHARE (Shasta, Health, Academic and Recreation Enrichment) is a collaborative effort between Shasta County Office of Education and our school districts to provide out of school time activities, a safe place for our students, and homework support. Our mission, vision and goals guide our programs and success.
- Our Mission
 - o To engage children in enrichment activities which positively affect their academic, social and emotional development.
- Our Vision
 - o A safe, structured and caring after school environment for every student

Expanded Learning Opportunities Program Plan Guide

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

- Collaboration meetings are held at the District and community level. The Superintendent of Education Services meets with After School Administration and principals. After School Administration meets with After School Program Facilitators and partner agencies to support and provide training required for new implementations. The Shasta County Office of Education Advisory Committee also participates in the process as information is shared with committee members regarding the school districts needs for student support and academic achievement, and plans are put in place to support these goals. Members contribute staffing, safety information, cultural enrichment activities, and provide training.
- Collaborative members of the Shasta County Office of Education Advisory include the Anderson Partnership for Healthy Children (APHC), AVID, County Office of Education and other local districts, the local fire department, Head Start

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

- A data-driven CQI process is in place. Project SHARE management identifies one to two quality standards that are highlighted each month at Collaborative meetings. Two to three are chosen annually as program-wide goals and targeted for improvement based on data from our student, staff and parent surveys. Progress is tracked using both internal and the COE tools provided such as the Crosswalk for Quality Standards in California. All stakeholders are encouraged to participate in some capacity.
- Progress is tracked and monitored quarterly, semi-annually and annually using a variety of tools and methods. Please refer to the CDE's Guidelines for a Quality Improvement Process web page at: <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

Expanded Learning Opportunities Program Plan Guide

11—Program Management

Describe the plan for program management.

- Funding is directed to the identified needs of each program.
- All funds are used to provide targeted and intentional activities and support in the areas of Health, Academics, Enrichment and Recreation. Staff are trained to work with a wide range of student interests, abilities, and ages, and are given strategies and tools to effectively lead and manage groups of up to 20 students with intentionality.
- Project SHARE staffing model is as follows:
 1. Site Level:
 - Site Facilitators are responsible for all day to day attendance and site level program scheduling. They handle discipline issues and emergencies, meet and greet parents daily, serve as a conduit of information between the regular day and the after school program, and communicate daily with the Project SHARE

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Project SHARE and the district agree to agree to utilize the ELO-P funds to provide both intercession and Afterschool services in conjunction with the existing ASES funding in order to serve the needs of the Cottonwood Union School District community, as determined through parent, faculty and community input and surveys.

All requirements of the ASES grant will be adhered to, however, the stricter ELO-P guidance will be adhered to with regard to the 1:10 ratio for serving TK-K students.

Expanded Learning Opportunities Program Plan Guide

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC Section 46120[b][2][D]*). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Project SHARE currently serves TK-K students at a 1:15 ratio. We will adjust to a 1:10 ratio beginning in 2022 and will continue to implement the Early Childhood Educational recommended standards for developmentally appropriate schedules, curriculum, content and activities in the TK-K groups.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

See attachments.
(Summer schedule; School day Schedule: After school Schedule)

Expanded Learning Opportunities Program Plan Guide

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

Expanded Learning Opportunities Program Plan Guide

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

Expanded Learning Opportunities Program Plan Guide

that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

RESOLUTION 2022-11
Ordering Governing Board Member Election

COTTONWOOD UNION SCHOOL DISTRICT

WHEREAS, the regular biennial election of Governing Board members is ordered by law pursuant to Section 5000 of the Education Code to fill offices of members of the Governing Board of the Cottonwood Union School District.

NOW BE IT RESOLVED that the County Superintendent of Schools for this county call the election as ORDERED and in accordance with the designations contained in the following specifications of the Election Order made under the authority of Education Code Section 5304 and 5322.

SPECIFICATIONS OF THE ELECTION ORDER

The election shall be held on Tuesday, November 8, 2022. The purpose of the election is to elect 3 (4 year terms) and 0 (2 year terms) members of the governing board of the Cottonwood Union School District.

IT IS FURTHER ORDERED that the Clerk or Secretary of the district shall deliver not less than 123 days prior to the date set for the election, one copy of this Resolution and Order to the County Superintendent of Schools.

The foregoing Resolution and Order was adopted by a formal vote of the Governing Board of the Cottonwood Union School District of Shasta County, being the Board authorized by law to make the designations therein contained on June 28, 2022 by the following vote:

AYES:
NOES:
ABSENT:

I hereby certify that the foregoing is a full, true and correct excerpt from the minutes of the Governing Board of said school district, pertaining to the adoption of the foregoing Resolution, for a regular meeting held on June 28, 2022.

Clerk of the Board

Superintendent

RESOLUTION 2022-12
Cost of Candidate Statements

COTTONWOOD UNION SCHOOL DISTRICT

WHEREAS, pursuant to Election Code Section 13307, each candidate for elective office may prepare a candidate's statement for inclusion in the voter's pamphlet.

THEREFORE, BE IT RESOLVED, that the Cottonwood Union School District Governing Board will not pay the costs of candidates' statements or other materials sent to each voter and that the County Clerk be notified that the Board will not pay for the written statements of Board candidates in the voters' pamphlet.

PASSED and **ADOPTED** this 28 day of June, 2022, by the Cottonwood Union School District Governing Board.

Clerk of the Board

Superintendent

**RESOLUTION 2022-13
Procedure in Case of
Tie Vote at Governing Board Election**

COTTONWOOD UNION SCHOOL DISTRICT

WHEREAS, Education Code Section 5304 provides that the Governing Board of a school district has the duty to resolve tie votes in Governing Board elections; and

WHEREAS, Education Code Section 5016 provides that the Governing Board may either call a runoff election or determine the winner or winners by lot.

THEREFORE, BE IT RESOLVED, that in the event a tie vote makes it impossible to determine which of two or more candidates has been elected to the Governing Board, the winner shall be determined by lot

PASSED and **ADOPTED** this 28th day of June, 2022, by the Cottonwood Union School District Governing Board.

Clerk of the Board

Superintendent

Regulation 5113: Absences And Excuses

Status: ADOPTED

Original Adopted Date: 11/01/2011 | Last Revised Date: 03/2022 | Last Reviewed Date: 03/2022

Excused Absences

CSBA NOTE: Items #1-154 below reflect absences that are authorized by law to be considered as excused absences for purposes of enforcing the compulsory state attendance laws. Pursuant to Education Code 48205, absences specified in [items #1-110, although excused for purposes of enforcing compulsory state attendance laws](#), are considered absences in computing average daily attendance and do not generate state apportionment payments.

Subject to any applicable limitation, condition, or other requirement specified in law, a student's absence shall be excused for any of the following reasons:

[CSBA NOTE: Pursuant to Education Code 48205, as amended by SB 14 \(Ch. 672, Statutes of 2021\), an absence due to a student's illness includes an absence for the benefit of the student's mental or behavioral health.](#)

1. Personal illness, [including absence for the benefit of the student's mental or behavioral health](#) (Education Code 48205)
2. Quarantine under the direction of a county or city health officer (Education Code 48205)
3. Medical, dental, optometrical, or chiropractic [service or](#) appointment (Education Code 48205)
4. Attendance at funeral services for a member of the student's immediate family (Education Code 48205)

Such absence shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (Education Code 48205)

5. Jury duty in the manner provided for by law (Education Code 48205)

CSBA NOTE: Pursuant to Education Code 48205, absence due to the illness or medical appointment of a student's child is counted as an excused absence, ~~As amended by AB 2289 (Ch. 942, Statutes of 2018), Education Code 48205 prohibits and~~ the district [is prohibited](#) from requiring a physician's note for such absences. See the section "Method of Verification" below.

6. Illness or medical appointment of a child to whom the student is the custodial parent (Education Code 48205)
7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)
 - a. Appearance in court
 - b. Attendance at a funeral service
 - c. Observance of a religious holiday or ceremony
 - d. Attendance at religious retreats for no more than four hours per semester

- e. Attendance at an employment conference
 - f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205)
9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205)

Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee. (Education Code 48205)

10. Attendance at [the student's](#) a naturalization ceremony to become a United States citizen (Education Code 48205)

CSBA NOTE: Education Code 48205, as amended by AB 516 (Ch. 281, Statutes of 2021), includes an absence for the purpose of participating in a cultural ceremony or event as an excused absence.

11. [Participation in a cultural ceremony or event which relates to the habits, practices, beliefs, and traditions of a certain group of people](#) (Education Code 48205)

CSBA NOTE: Item #121 below should be included only if the Governing Board has adopted a resolution permitting absences for religious instruction or exercises. See the accompanying Board policy. If these absences are allowed, Education Code 46014 mandates that the Board adopt regulations governing students' attendance at religious exercises or instruction and the reporting of such absences. These regulations should include all of [item #121](#) below and may be expanded to reflect district practice.

12. Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school (Education Code 46014)

CSBA NOTE: Education Code 46014 provides that absence for participation in religious instruction or exercises will not be considered an absence for state apportionment purposes if the student attends school for at least the minimum school day and is not absent for this purpose on more than four days per school month. Pursuant to Education Code 46112, 46113, 46117, and 46141, unless otherwise provided by law, the minimum school day is generally 180 minutes for kindergarten, 230 minutes for grades 1-3, and 240 minutes for grades 4-12. For further information, see AR 6112 - School Day.

Absence for student participation in religious exercises or instruction shall not be considered an absence for the purpose of computing average daily attendance if the student attends at least the minimum school day as specified in AR 6112 - School Day, and is not excused from school for this purpose on more than four days per school month. (Education Code 46014)

13. Work in the entertainment or allied industry (Education Code 48225.5)

~~Such absence shall be excused provided that the~~ Work for a student who holds a work permit authorizing such work in the entertainment or allied industries and is absent for a period of not more than five consecutive days. For this purpose, student absence shall be excused for a maximum of and up to five absences per school year. (Education Code 48225.5)

14. Participation with a nonprofit performing arts organization in a performance for a public school audience (Education Code 48225.5)

A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)

~~CSBA NOTE: As amended by AB 2289, Education Code 48205 clarifies that, in addition to the excused absences described in Education Code 48205 and 48225.5, students may be excused for other reasons at the discretion of school administrators.~~

15. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances (Education Code 48205, 48260)

~~CSBA NOTE: AB 2289 amended Education Code 48205 to revise the definition of "immediate family" as provided in the following paragraph:~~

For the purpose of the absences described above, immediate family means the student's parent/guardian, brother or sister, grandparent, or any other relative living in the student's household. (Education Code 48205)

Method of Verification

CSBA NOTE: Education Code 48205, ~~as amended by AB 2289~~, prohibits the district from requiring a physician's note for absences due to the illness or medical appointment of the student's child. However, the district is authorized to require verification of other absences. The following section should be revised to reflect district-adopted methods of verification and to specify employee(s) assigned to verify absences.

5 CCR 420-421 provide guidelines for verifying absences due to illness; quarantine; medical, dental, or eye appointments; or attendance at a funeral service of a member of a student's immediate family. 5 CCR 421 authorizes a student's absence to be verified by a school or public health nurse, attendance supervisor, physician, principal, teacher, or any other qualified district employee assigned to make such verification. Pursuant to Education Code 48205, as amended by SB 14, state regulations related to illness verification will be updated as necessary to account for a student's absence for the benefit of the student's mental or behavioral health.

Student absence to care for a child for whom the student is the custodial parent shall not require a physician's note. (Education Code 48205)

For other absences, the student shall, upon returning to school following the absence, present a satisfactory explanation, either in person or by written note, verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having charge or control of the student, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

When an absence is planned, the principal or designee shall be notified prior to the date of the absence when possible.

The following methods may be used to verify student absences:

1. Written note, fax, email, or voice mail from parent/guardian or parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:

- a. Name of student
 - b. Name of parent/guardian or parent representative
 - c. Name of verifying employee
 - d. Date(s) of absence
 - e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in item #2 above.
 4. Physician's verification.

CSBA NOTE: The following optional paragraph provides a means of verifying an excuse for confidential medical services without inquiring into the nature of the medical services.

- a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment.

CSBA NOTE: The following optional paragraph provides that, after absences for illness on multiple occasions, the student may be required to bring a note from a physician to verify the illness. If a student does not have access to medical services in order to obtain such verification, the district may assist the student in obtaining the medical consultation if it is required.

- b. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences.

Parental Notifications

At the beginning of each school year, the Superintendent or designee shall:

CSBA NOTE: The requirement in item #1 below is for use by districts whose board has adopted a resolution permitting an excused absence for religious instruction or exercises. See the accompanying Board policy and item #121 in the section "Excused Absences" above.

1. Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination (Education Code 46014, 48980)

CSBA NOTE: The requirement in item #2 applies to all districts. Districts that maintain only elementary grades should delete the reference to students in grades 7-12.

2. Notify students in grades 7-12 and the parents/guardians of all students enrolled in the district that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian (Education Code 46010.1)
3. Notify parents/guardians that a student shall not have a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. Such notice shall include the full text of Education Code 48205. (Education Code 48980)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 306	Explanation of absence
5 CCR 420-421	Record of verification of absence due to illness and other causes
Ed. Code 1740	Employment of personnel to supervise attendance (county superintendent)
Ed. Code 37201	School month
Ed. Code 37223	Weekend classes
Ed. Code 41601	Reports of average daily attendance
Ed. Code 42238-42250.1	Apportionments
Ed. Code 46000	Records (attendance)
Ed. Code 46010-460154	Absences
Ed. Code 461100-4612019	Attendance in kindergarten and elementary schools
Ed. Code 46110-46119	Attendance in kindergarten and elementary schools
Ed. Code 46140-461487	Attendance in junior high and high schools
Ed. Code 48200-48208	Children ages 6-18 (compulsory full-time attendance)
Ed. Code 48210-48216	Exclusions from attendance
Ed. Code 48225.5	Work permit; excused absence; entertainment or allied industries; <u>participation in not-for-profit performing arts organization</u>
Ed. Code 48240-48246	Supervisors of attendance
Ed. Code 48260-48273	Truants
Ed. Code 48292	Filing complaint against parent
Ed. Code 48320-48324	School attendance review boards
Ed. Code 48340-48341	Improvement of student attendance
Ed. Code 48980	Parent/ <u>Guardiana</u> l notifications
Ed. Code 49067	Unexcused absences as cause of failing grade
Ed. Code 49701	Provisions of the interstate compact on educational opportunities for military children
Elec. Code 12302	Student participation on precinct boards
Fam. Code 6920-693029	Consent by minor for medical treatment

Veh. Code 13202.7

Driving privileges; minors; suspension or delay for habitual truancy

W&I Code 11253.5

Compulsory school attendance

W&I Code 601-601.54

Habitually truant minors

Management Resources

Description

Attorney General Opinion

66 Ops.Cal.Atty.Gen. 244 (1983)

Attorney General Opinion

87 Ops.Cal.Atty.Gen. 168 (2004)

Court Decision

American Academy of Pediatrics et al v. Lungren et al (1997)
16 Cal.4th 307

CSBA Publication

Improving Student Achievement by Addressing Chronic Absence, Policy Brief, December 2010

Website

CSBA

Website

California Department of Education
(<https://www.cde.ca.gov>)

Cross References

Code

Description

0450

Comprehensive Safety Plan

0450

Comprehensive Safety Plan

0470

COVID-19 Mitigation Plan

3516

Emergencies And Disaster Preparedness Plan

3516

Emergencies And Disaster Preparedness Plan

4119.41

Employees With Infectious Disease

4219.41

Employees With Infectious Disease

4319.41

Employees With Infectious Disease

5000

Concepts And Roles

5020

Parent Rights And Responsibilities

5020

Parent Rights And Responsibilities

5112.1

Exemptions From Attendance

5112.1

Exemptions From Attendance

5112.2

Exclusions From Attendance

5112.5

Open/Closed Campus

5113.1

Chronic Absence And Truancy

5113.1

Chronic Absence And Truancy

5113.11

Attendance Supervision

5113.12

District School Attendance Review Board

5113.12	District School Attendance Review Board
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5131	Conduct
5131.4	Student Disturbances
5131.4	Student Disturbances
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.33	Head Lice
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.6	Parental Notifications
5145.6-E(1)	Parental Notifications
5146	Married/Pregnant/Parenting Students
5147	Dropout Prevention
6020	Parent Involvement
6020	Parent Involvement
6111	School Calendar
6112	<u>School Day (BP and AR)</u>
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6154	Homework/Makeup Work
6158	Independent Study
6158	Independent Study
6164.2	Guidance/Counseling Services
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6176	Weekend/Saturday Classes
6177	Summer Learning Programs
6183	Home And Hospital Instruction
6184	Continuation Education

6184

Continuation Education

6185

Community Day School

6185

Community Day School

Regulation 5142: Safety

Status: ADOPTED

Original Adopted Date: 07/01/2006 | **Last Revised Date:** 03/2022

CSBA NOTE: The following optional administrative regulation may be revised to reflect district practice.

At E each school, the principal or designee shall establish emergency procedures, rules for student conduct, and rules for the safe and appropriate use of school facilities, equipment, and materials, consistent with law, Board policy, and administrative regulation. The rules shall be communicated to students, distributed to parents/guardians, and readily available at the school at all times.

Release of Students

CSBA NOTE: The following optional section may be revised to reflect district practice. For release of students during an emergency, see AR 3516 - Emergencies and Disaster Preparedness Plan.

Students shall be released during the school day only to the custody of an adult who is one of the following:

1. The student's custodial parent/guardian
2. An adult authorized on the student's emergency card as someone-an individual to whom the student may be released when the custodial parent/guardian cannot be reached, provided the principal or designee verifies the adult's identity
3. An authorized law enforcement officer acting in accordance with law
4. An adult taking the student to emergency medical care at the request of the principal or designee

Supervision of Students

CSBA NOTE: The following optional section may be revised to reflect district practice.

Pursuant to 5 CCR 5570 ~~states that, unless otherwise provided by rule of the Governing Board,~~ teachers are required to be present at their rooms and admit students not less than 30 minutes before school starts unless otherwise provided by rule of the Governing Board. The district's collective bargaining agreement may include supervision of students. The following paragraph may be revised to maintain consistency with the district's collective bargaining agreement and/or district practice.

Teachers shall be present at their respective rooms and shall open them to admit students not less than 30 minutes before the time that school starts. (5 CCR 5570)

Every teacher shall hold students to a strict accountable for their conduct on the way to and from school, on the playgrounds, and during recess. (Education Code 44807)

The principal or designee shall require all individuals supervising students to remain alert for unauthorized persons and dangerous conditions, and promptly report any such-unusual-observations incidents to the principal or designee and file a written report as appropriate.

In arranging for appropriate supervision on playgrounds, the principal or designee shall:

1. Clearly identify supervision zones ~~on the playground~~ and require all playground supervisors to remain outside at a location from which they can observe their entire zone of supervision and be observed by students in the supervision zone
2. Consider the size of the playground area, the number of areas that are ~~not immediately visible~~ obstructed from open view, and the age of the students to determine the ratio of playground supervisors to students

At any school where playground supervision is not otherwise provided, the principal or designee shall provide for certificated employees to supervise the conduct and safety, and direct the play, of students who are on school grounds before and after school and during recess and other intermissions. (5 CCR 5552)

The Superintendent or designee shall ensure that teachers, teacher aides, playground supervisors, yard aides, and volunteers who supervise students receive training in safety practices and in supervisory techniques that will help prevent problems and resolve conflicts among students. Such training shall be documented and kept on file.

Student Safety Patrols

CSBA NOTE: The following section is optional.

A school safety patrol shall be composed of students of the school selected by the principal or designee and shall serve only with written consent of the students and their parents/guardians. Patrol members shall be at least 10 years old and at least in the fifth grade. (Education Code 49302; 5 CCR 571)

School safety patrols shall be used only at those locations where the nature of traffic will permit their safe operation. The locations where school safety patrols are used should be determined jointly with the local law enforcement agency. (5 CCR 572)

Patrol members shall be under the supervision and control of the principal or designee and shall receive training in proper procedures, including, but not limited to, the operations specified in 5 CCR 573-574. Whenever on duty, patrol members shall wear the standard uniform required by 5 CCR 576.

Playground Safety

CSBA NOTE: Health and Safety Code 115725 defines "playground" to include fall zones, surface materials, access ramps, and all areas within and including the designated enclosure and barriers.

Any new playground or any replacement of equipment or modification of components inside an existing playground shall conform to standards set forth by the American Society for Testing and Materials and the guidelines set forth by the U.S. Consumer Product Safety Commission. The Superintendent or designee shall have a playground safety inspector certified by the National Playground Safety Institute conduct an initial inspection to aid compliance with applicable safety standards. (Health and Safety Code 115725)

Activities with Safety Risks

CSBA NOTE: The following optional section lists activities that might be prohibited by the district because of high risk to student safety and should be revised to reflect district practice.

Pursuant to Government Code 831.7, public entities, including districts, are not liable to participants in a hazardous recreational activity, those who assist participants, or spectators for any damage to person or

property arising out of the hazardous recreational activity when the person knew or reasonably should have known that the hazardous recreational activity created a substantial risk of injury and was voluntarily in the place of risk or having the ability to leave but failed to do so. Government Code 831.7 defines a "hazardous recreational activity" as a recreational activity conducted on school grounds that creates a substantial risk of injury, as distinguished from a minor, trivial, or insignificant risk of injury. The list below includes, but is not limited to, some of the hazardous recreational activities listed in Government Code 831.7. Prior to authorizing such activities, it is recommended that districts consult with their insurance carrier or joint powers authority or, for those who self-insure, with legal counsel. See BP/AR 3530 - Risk Management/Insurance.

Due to concerns about the risk to student safety, the principal or designee shall not permit the following activities on campus or during school-sponsored events unless the activity is properly supervised, students wear protective gear as appropriate, and each participant has insurance coverage:

1. Trampolining
2. Scuba diving
3. Skateboarding or use of scooters
4. In-line or roller skating or use of skate shoes
5. Sailing, boating, or water skiing
6. Cross-country or downhill skiing
7. Motorcycling
8. Target shooting
9. Horseback riding
- 10 Rodeo
11. Archery
12. Mountain bicycling
13. Rock climbing
14. Rocketeering
15. Surfing
16. Other activities determined by the principal to have a high risk to student safety

CSBA NOTE: The following paragraph is optional. Vehicle Code 21201 establishes requirements for bicycles on roadways in regard to brakes, handlebars, size, and illumination when operated during darkness. Districts may want to provide such information to students and parents/guardians.

Students who operate or ride as a passenger on a bicycle, nonmotorized scooter, or skateboard, or wear in-line or roller skates, upon a street, bikeway, or any other public bicycle path or trail shall wear a properly fitted and fastened bicycle helmet.

Events In or Around a Swimming Pool

CSBA NOTE: The following section is optional. Any district that chooses to sponsor or host an on-campus event that is not part of an interscholastic athletic program in or around a swimming pool is required to comply with the following paragraph, pursuant to Education Code 35179.6, as amended by SB 722 (Ch. 679, Statutes of 2021).

When any on-campus event that is not part of an interscholastic athletic program is sponsored or hosted by the district and is to be held in or around a swimming pool, at least one adult with a valid certification of cardiopulmonary resuscitation training shall be present throughout the duration of the event. (Education Code 35179.6)

Laboratory Safety

CSBA NOTE: The following optional section reflects the Legislature's intent as stated in Education Code 49341, and the California Department of Education's Science Safety Handbook for Public Schools.

The principal of each school offering laboratory work shall develop procedures for laboratory safety and designate a trained certificated employee to implement and regularly review these procedures.

Students in a laboratory shall be under the supervision of a certificated employee. Students shall be taught laboratory safety, and safety guidelines and procedures shall be posted in science classrooms. Students shall receive continual reminders about general and specific hazards.

Hazardous materials shall be properly used, stored, and disposed of in accordance with law and the district's chemical hygiene plan.

Bloodborne pathogens shall be handled in accordance with the district's exposure control plan.

The district's emergency plan, emergency contact numbers, and first aid supplies shall be readily accessible.

Parents/guardians shall be made aware of the kinds of laboratory activities that will be conducted during the school year.

Hearing Protection

CSBA NOTE: The following optional section may be revised to reflect district practice.

The Superintendent or designee shall monitor students' exposure to excessive noise in classrooms and provide protection as necessary. The Superintendent or designee may also provide hearing conservation education to teach students ways to protect their hearing.

Eye Safety Devices

CSBA NOTE: Education Code 32031 addresses circumstances under which eye protection devices must be used.

The Superintendent or designee shall provide schools with eye safety devices for use whenever students, teachers, or visitors are engaged in or observing an activity or using hazardous substances likely to cause injury to the eyes. Eye safety devices may be sold to students for an amount not to exceed the actual cost to the district. (Education Code 32030, 32031, 32033)

Protection Against Insect Bites

CSBA NOTE: The following optional section may be revised to reflect district practice.

To help protect students against insect bites or stings that may spread disease or cause allergic reactions, students shall be allowed to apply insect repellent provided by their parents/guardians, [when engaging in outdoor activities](#). [Any application of insect repellent shall occur](#) under the supervision of school personnel, and in accordance with the manufacturer's directions, ~~when engaging in outdoor activities~~.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 14030	Preliminary procedure, planning and approval of school facilities
5 CCR 14103	Authority of the driver
5 CCR 202	Exclusion of students with a contagious disease
5 CCR 5531	Supervision of extracurricular activities of pupils
5 CCR 5552	Playground supervision
5 CCR 5570	When school shall be open and teachers present
5 CCR 570-576	School safety patrols
Ed. Code 17280-17317	Approval of plans and supervision of construction
Ed. Code 17365-17374	Fitness of buildings for occupancy; liability of board members
Ed. Code 32001	Fire alarms and drills
Ed. Code 32020	School gates; entrances for emergency vehicles
Ed. Code 32030-32034	Eye safety
Ed. Code 32040	Duty to equip school with first aid kit
Ed. Code 32225-32226	Communications devices in classrooms
Ed. Code 32240-32245	Lead-Safe Schools Protection Act
Ed. Code 32250-32254	CDE school safety and security resources unit
Ed. Code 32280-32289	School safety plans
Ed. Code 35179.6	School-sponsored on-campus event in or around swimming pool
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 44808	Exemption from liability when students are not on school property
Ed. Code 44808.5	Permission for students to leave school grounds; notice (high school)

Ed. Code 45450-45451	Crossing guards
Ed. Code 48900	Hazing
Ed. Code 49300-49307	School safety patrols
Ed. Code 49330-49335	Injurious objects
Ed. Code 49341	Hazardous materials in school science laboratories
Ed. Code 51202	Instruction in personal and public health and safety
Ed. Code 8482-8484.6	After School Education and Safety Program
Gov. Code 810-996.6	California Tort Claims Act
H&S Code 115725-115735	Playground safety
H&S Code 115775-115800	Wooden playground equipment
H&S Code 116046	Issuance of best practices guidelines for K-12 pool safety
Pen. Code 245.6	Hazing
Pub. Res. Code 5411	Purchase of equipment usable by persons with disabilities
Veh. Code 21100	Rules and regulations; crossing guards
Veh. Code 21212	Use of helmets
Veh. Code 42200	Fines and forfeitures, disposition by cities
Veh. Code 42201	Fines and forfeitures, disposition by counties
Vehicle Code 21201	Rules for operation of bicycle on roadway
Management Resources	Description
American Society for Testing and Materials	F 1487-05, Standard Consumer Safety Performance Specification for Playground Equipment for Public Use, 2017
California Department of Education Publication	Science Safety Handbook for California Public Schools, 2014
Court Decision	Knight v. Jewett, (1992) 3 Cal.4 th 296, 313
Court Decision	Lane v. City of Sacramento, (2010) 183 Cal. App. 4 th . 1337
Court Decision	J.H. v. Los Angeles Unified School District, (2010) 183 Cal.App.4 th 123
Court Decision	Kahn v. East Side Union High School District, (2003) 31 Cal.4 th 990
Court Decision	Dailey v. Los Angeles Unified School District, (1970) 2 Cal 3d 741
Court Decision	Hoyem v. Manhattan Beach City School District, (1978) 22 Cal. 3d 508
Court Decision	Wiener v. Southcoast Childcare Centers, (2004) 32 Cal.4 th 1138
U.S. Consumer Product Safety Comm Publication	Public Playground Safety Handbook, 2010

Website	American Society for Testing and Materials
Website	U.S. Department of Education, Safe Schools
Website	U.S. Consumer Product Safety Commission
Website	U.S. Environmental Protection Agency
Website	California Department of Education, Safe Schools
Website	California Department of Public Health
Website	Centers for Disease Control and Prevention
Website	National Recreation and Park Association, Certified Playground Safety Inspector Certification (https://www.nrpa.org/certification/CPSI/)

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1330.1	Joint Use Agreements
3260	Fees And Charges
3260	Fees And Charges
3452	Student Activity Funds
3512	Equipment
3512-E(1)	Equipment
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3515	Campus Security
3515	Campus Security
3515.21	Unmanned Aircraft Systems (Drones)
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.5	Emergency Schedules

3530	Risk Management/Insurance
3530	Risk Management/Insurance
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
4219.42	Exposure Control Plan for Bloodborne Pathogens
4219.42	Exposure Control Plan for Bloodborne Pathogens
4219.42-E(1)	Exposure Control Plan for Bloodborne Pathogens
4319.42	Exposure Control Plan for Bloodborne Pathogens
4319.42	Exposure Control Plan for Bloodborne Pathogens
4319.42-E(1)	Exposure Control Plan for Bloodborne Pathogens
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5021	Noncustodial Parents
5131	Conduct
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.4	Student Disturbances
5131.4	Student Disturbances
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.23	Asthma Management
5141.23	Asthma Management
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.7	Sun Safety
5142.1	Identification And Reporting Of Missing Children

5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5143	Insurance
5143	Insurance
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.11	Questioning And Apprehension By Law Enforcement
5145.13	Response To Immigration Enforcement
5145.13	Response To Immigration Enforcement
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6142.93	Science Instruction
6145.2	Athletic Competition
6145.2	Athletic Competition
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6163.2	Animals At School
6163.2	Animals At School
7110	Facilities Master Plan

Exhibit 5145.6-E(1): Parental Notifications

Status:
ADOPTED

Original Adopted Date: 07/01/2020 | **Last Revised Date:** 03/01/2022

Cautionary Notice: Government Code 17581.5 releases districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2021 (AB 128, Ch. 21, Statutes of 2021) 2020 (SB 74, Ch. 6, Statutes of 2020) extends the suspension of these requirements through the 2021-22 2020-21 fiscal year. As a result, certain provisions of the following Exhibit related to scoliosis screening and bus safety instruction may be suspended.

Note: The following exhibit lists notices which the law explicitly requires be provided to parents/guardians. See the referenced Board policy, administrative regulation, or Board bylaw for further information about related program and notice requirements. For example, see AR 1312.3 - Uniform Complaint Procedures for the contents of the annual notice regarding uniform complaint procedures as mandated by 5 CCR 4622.

The exhibit does not include other notices that are recommended throughout CSBA's sample policy manual but are not required by law. The district may revise the exhibit to reflect additional notifications provided by the district.

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually			
Beginning of each school year	Education Code 222.5	BP 5146	Rights and options for pregnant and parenting students
Beginning of each school year	Education Code 234.7	BP 0410	Right to a free public education regardless of immigration status or religious beliefs
Beginning of each school year	Education Code 310	BP 6142.2 AR 6174	Information on the district's language acquisition programs
Beginning of each school year	Education Code 17611.5, 17612, 48980.3	AR 3514.2	Use of pesticide product, active ingredients, Internet address to access information, and, if district has no web site and uses certain pesticides, integrated pest management plan
By February 1	Education Code 35256, 35258	BP 0510	School Accountability Report Card provided
Beginning of each school year	Education Code 35291, 48980	AR 5144 AR 5144.1	District and site discipline rules
Beginning of each school year	Education Code 44050	BP 4119.21 4219.21 4319.21	Code of conduct addressing employee interactions with students

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually (continued)			
Beginning of each school year	Education Code 46010.1	AR 5113	Absence for confidential medical services
Beginning of each school year, if district has adopted policy on involuntary transfer of students convicted of certain crimes when victim is enrolled at same school	Education Code 48929, 48980	BP 5116.2	District policy authorizing transfer
Beginning of each school year	Education Code 48980	BP 6111	Schedule of minimum days and student-free staff development days
Beginning of each school year	Education Code 48980, 231.5; 5 CCR 4917; 34 CFR 106.8	AR 5145.7	Copy of sexual harassment policy as related to students; contact information for Title IX coordinator
Beginning of each school year	Education Code 48980, 32255-32255.6	AR 5145.8	Right to refrain from harmful or destructive use of animals
Beginning of each school year	Education Code 48980, 35160.5, 46600-46611, 48204, 48301	BP 5111.1 AR 5116.1 AR 5117	All statutory attendance options, available local attendance options, options for meeting residency, form for changing attendance, appeals process
Beginning of each school year, if Board allows such absence	Education Code 48980, 46014	AR 5113	Absence for religious exercises or purposes
Beginning of each school year	Education Code 48980, 48205	AR 5113 BP 6154	Excused absences; grade/credit cannot be reduced due to excused absence if work or test has been completed; full text of Education Code 48205
Beginning of each school year	Education Code 48980, 48206.3, 48207, 48208	AR 6183	Availability of home/hospital instruction for students with temporary disabilities
Beginning of each school year	Education Code 48980, 49403	BP 5141.31	School immunization program
Beginning of each school year	Education Code 48980, 49423, 49480	AR 5141.21	Administration of prescribed medication
Beginning of each school year	Education Code 48980, 49451; 20 USC 1232h	AR 5141.3	Right to refuse consent to physical examination

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually (continued)			
Beginning of each school year	Education Code 48980, 49471, 49472	BP 5143	Availability of insurance
Beginning of each school year	Education Code 49013; 5 CCR 4622	AR 1312.3 BP 0460 BP 3260 ,	Uniform complaint procedures available appeals, civil law remedies , coordinator , complaints about student fees and local control and accountability plan
Beginning of each school year	Education Code 49063	AR 5125 AR 5125.3	Challenge, review, and expunging of records
Beginning of each school year	Education Code 49063, 49069; 20 USC 1232g; 34 CFR 99.7	AR 5125	Student records: inspect and review, access, types, location, persons responsible, location of log, access criteria, cost of copies, amendment requests, criteria for defining school officials and to determine legitimate educational interest, categories defined as directory information, disclosures, right to file complaint with U.S. Department of Education, course prospectus availability
Beginning of each school year	Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37	AR 5125.1	Release of directory information
Beginning of each school year and at least one more time during school year using specified methods	Education Code 49428	None	How to access mental health services at school and/or in community
Beginning of each school year	Education Code 49520, 48980; 42 USC 1758; 7 CFR 245.5	AR 3553	Eligibility and application process for free and reduced-price meals
Beginning of each school year	Education Code 51513; 20 USC 1232h	AR 5022 BP 6162.8	Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities; inspection rights and procedures

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually (continued)			
Beginning of each school year	Education Code 56301	BP 6164.4	Parental rights re: special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment
Beginning of each school year	Education Code 58501, 48980	AR 6181	Alternative schools
Beginning of each school year	Health and Safety Code 104855	AR 5141.6	Availability of dental fluoride treatment; opportunity to accept or deny treatment
Annually	5 CCR 852; Education Code 60615	AR 6162.51	Student's participation in state assessments; option to request exemption from testing
Beginning of each school year, if district receives Title I funds	20 USC 6312; 34 CFR 200.48	BP 4112.2 AR 4222	Right to request information re: professional qualifications of child's teacher and paraprofessional
Beginning of each school year	34 CFR 104.8, 106.9	BP 0410 BP 6178	Nondiscrimination
Beginning of each school year to parent, teacher, and employee organizations or, in their absence, individuals	40 CFR 763.84, 763.93	AR 3514	Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress
Beginning of each school year	USDA SP-23-2017	AR 3551	District policy on meal payments

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
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II. At Specific Times During the Student's Academic Career

Beginning in grade 7, at least once prior to course selection and career counseling	Education Code 221.5, 48980	BP 6164.2	Course selection and career counseling
Upon a student's enrollment	Education Code 310	BP 6142.2 AR 6174	Information on the district's language acquisition programs
When child first enrolls in a public school, if school offers a fingerprinting program	Education Code 32390, 48980	AR 5142.1	Fingerprinting program

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. At Specific Times During the Student's Academic Career (continued)			
When participating in courses under the jurisdiction of the district	Education Code 35211	None	Civil liability, insurance driver training coverage
Upon registration in K-6, if students have not previously been transported	Education Code 39831.5	AR 3543	School bus safety rules and information, list of stops, rules of conduct, red light crossing instructions, bus danger zones, walking to and from stops
Beginning of each school year for high school students, if high school is open campus	Education Code 44808.5, 48980	BP 5112.5	Open campus
Beginning of each school year in grades 9-12, if district allows career technical education (CTE) course to satisfy graduation requirement	Education Code 48980, 51225.3	AR 6146.1	How each graduation requirement does or does not satisfy college entrance a-g course criteria; district CTE courses that satisfy a-g criteria
Upon a student's enrollment	Education Code 49063	AR 5125 AR 5125.3	Specified rights related to student records
When students enter grade 7	Education Code 49452.7	AR 5141.3	Specified information on type 2 diabetes
When in kindergarten, or first grade if not previously enrolled in public school	Education Code 49452.8	AR 5141.32	Requirement for oral health assessment, explanation of law, importance of oral health, agency contact, privacy rights
<u>Before grade 12</u>	<u>Education Code 51225.8</u>	<u>AR 6143</u>	<u>Completion and submission of FAFSA and CADAA</u>
Beginning of each school year for students in grades 9-12	Education Code 51229, 48980	AR 6143	<u>UC and CSU</u> College admission requirements, UC and CSU web sites that list certified courses, description of CTE, CDE Internet address, how students may meet with counselors
Beginning of each school year for students in grades 7-12, or at time of enrollment if after beginning of year	Education Code 51938, 48980	AR 6142.1	Sexual health and HIV prevention education, right to view A/V materials, whether taught by district staff or outside consultants, right to request specific Education Code sections, right to excuse

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. At Specific Times During the Student's Academic Career (continued)			
Within 20 working days of receiving results of standardized achievement tests or, if results not available in school year, within 20 working days of start of next school year	Education Code 60641; 5 CCR 863	AR 6162.51	Results of tests; test purpose, individual score and intended use
By October 15 for students in grade 12	Education Code 69432.9	AR 5121 AR 5125	Forwarding of student's grade point average to Cal Grant program; timeline to opt out
When child is enrolled or reenrolled in a licensed child care center or preschool	Health and Safety Code 1596.7996	AR 5148	Information on risks and effects of lead exposure, blood lead testing
When child is enrolled in kindergarten	Health and Safety Code 124100, 124105	AR 5141.32	Health screening examination
To students in grades 11-12, early enough to enable registration for fall test	5 CCR 11523	AR 6146.2	Notice of proficiency examination provided under Education Code 48412
To secondary students, if district receives Title I funds	20 USC 7908	AR 5125.1	Request that district not release student's name, address, and phone number to military recruiters without prior written consent

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur			
In the event of a breach of security of district records, to affected persons	Civil Code 1798.29	BP 3580	Types of records affected, date of breach, description of incident, contact information for credit reporting agencies
Upon receipt of a complaint alleging discrimination	Education Code 262.3	AR 1312.3	Civil law remedies available to complainants
When determining whether an English learner should be reclassified as fluent English proficient	Education Code 313; 5 CCR 11303	AR 6174	Description of reclassification process, opportunity for parent/guardian to participate

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
When student is identified as English learner and district receives Title I or Title III funds for English learner programs, not later than 30 days after beginning of school year or within two weeks of placement if identified during school year	Education Code 313.2, 440; 20 USC 6312	AR 6174	Reason for classification, level of English proficiency, identification as long-term English learner, description of program(s), option to decline program or choose alternate, option to remove student from program at any time, exit requirements of program
<u>Prior to implementing alternative schedule</u>	<u>Education Code 46162</u>	<u>BP 6112</u>	<u>Public hearing on alternative schedule in secondary grades</u>
When homeless or foster youth applies for enrollment in before/after school program	Education Code 8483	AR 5148.2	Right to priority enrollment; how to request priority enrollment
Before high school student attends specialized secondary program on a university campus	Education Code 17288	None	University campus buildings may not meet Education Code requirements for structural safety
At least 72 hours before use of pesticide product not included in annual list	Education Code 17612	AR 3514.2	Intended use of pesticide product
To members of athletic teams	Education Code 32221.5	AR 5143	Offer of insurance; no-cost and low-cost program options
Annually to parents/guardians of student athletes before they participate in competition	Education Code 33479.3	AR 6145.2	Information on sudden cardiac arrest
If school has lost its WASC accreditation status	Education Code 35178.4	BP 6190	Loss of status, potential consequences
When district has contracted for electronic products or services that disseminate advertising	Education Code 35182.5	BP 3312	Advertising will be used in the classroom or learning center
At least six months before implementing uniform policy	Education Code 35183	AR 5132	Dress code policy requiring schoolwide uniform
Before implementing a year-round schedule	Education Code 37616	BP 6117	Public hearing on year-round schedule
When interdistrict transfer is requested and not approved or denied within 30 days	Education Code 46601	AR 5117	Appeal process

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
Before early entry to <u>transitional kindergarten</u> or kindergarten, if <u>early entry</u> offered	Education Code 48000	AR 5111 <u>AR 6170.1</u>	Effects, advantages and disadvantages of early entry
When student identified as being at risk of retention	Education Code 48070.5	AR 5123	Student at risk of retention
When student excluded due to quarantine, contagious or infectious disease, danger to safety or health	Education Code 48213	AR 5112.2	Student has been excluded from school
Before already admitted student is excluded for lack of immunization	Education Code 48216; 17 CCR 6040	AR 5141.31	Need to submit evidence of immunization or exemption within 10 school days; referral to medical care
When a student is classified as truant	Education Code 48260.5, 48262	AR 5113.1	Truancy, parental obligation, availability of alternative programs, student consequences, need for conference
When a truant is referred to a SARB or probation department	Education Code 48263	AR 5113.1	Name and address of SARB or probation department and reason for referral
When student requests to voluntarily transfer to continuation school	Education Code 48432.3	AR 6184	Copy of district policy and regulation on continuation education
Prior to involuntary transfer to continuation school	Education Code 48432.5	AR 6184	Right to request meeting prior to involuntary transfer to continuation school
To person holding educational rights, prior to recommending placement of foster youth outside school of origin	Education Code 48853.5	AR 6173.1	Basis for the placement recommendation
When student is removed from class and teacher requires parental attendance at school	Education Code 48900.1	AR 5144.4	Parental attendance required; timeline for attendance
Prior to withholding grades, diplomas, or transcripts	Education Code 48904	AR 5125.2	Damaged school property
When withholding grades, diplomas or transcripts from transferring student	Education Code 48904.3	AR 5125.2	Next school will continue withholding grades, diplomas, or transcripts

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
When student is released to peace officer	Education Code 48906	BP 5145.11	Release of student to peace officer for the purpose of removing minor from school, unless taken into custody as victim of suspected child abuse
At time of suspension	Education Code 48911	BP 5144.1 AR 5144.1	Notice of suspension
When original period of suspension is extended	Education Code 48911	AR 5144.1	Extension of suspension
At the time a student is assigned to a supervised suspension classroom	Education Code 48911.1	AR 5144.1	The student's assignment to a supervised suspension classroom
Before holding a closed session re: suspension	Education Code 48912	AR 5144.1	Intent to hold a closed session re: suspension
When student expelled from another district for certain acts seeks admission	Education Code 48915.1, 48918	BP 5119	Hearing re: possible danger presented by expelled student
When readmission is denied	Education Code 48916	AR 5144.1	Reasons for denial; determination of assigned program
When expulsion occurs	Education Code 48916	AR 5144.1	Readmission procedures
At least 10 calendar days before expulsion hearing	Education Code 48918	AR 5144.1	Notice of expulsion hearing
When expulsion or suspension of expulsion occurs	Education Code 48918	AR 5144.1	Decision to expel; right to appeal to county board; obligation to inform new district of status
Before involuntary transfer of student convicted of certain crime when victim is enrolled at same school	Education Code 48929, 48980	BP 5116.2	Right to request a meeting with principal or designee
One month before the scheduled minimum day	Education Code 48980	BP 6111	When minimum days are scheduled after beginning of the school year
When parents/guardians request guidelines for filing complaint of child abuse at a school site	Education Code 48987	AR 5141.4	Guidelines for filing complaint of child abuse at a school site with local child protective agencies
When student in danger of failing a course	Education Code 49067	AR 5121	Student in danger of failing a course

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
When student transfers from another district or private school into the district	Education Code 49068	AR 5125	Right to receive copy of student's record and a <u>hearing</u> to challenge its content of <u>student's record</u>
When parent/guardian's challenge of student record is denied and parent/guardian appeals	Education Code 49070	AR 5125.3	If board sustains allegations, the correction or destruction of record; if denied, right to submit written objection
When district is considering program to gather safety-related information from students' social media activity	Education Code 49073.6	BP 5125	Opportunity for input on proposed program
When district adopts program to gather information from students' social media activity, and annually thereafter	Education Code 49073.6	AR 5125	Information is being gathered, access to records, process for removal or corrections, destruction of records
Within 24 hours of release of information to a judge or probation officer	Education Code 49076	AR 5125	Release of student record to a judge or probation officer for conducting truancy mediation program or for presenting evidence at a truancy petition
Before release of information pursuant to court order or subpoena	Education Code 49077	AR 5125	Release of information pursuant to court order or subpoena
When screening results in suspicion that student has scoliosis	Education Code 49452.5	AR 5141.3	Scoliosis screening
When test results in discovery of visual or hearing defects	Education Code 49456; 17 CCR 2951	AR 5141.3	Vision or hearing test results
Within 10 days of negative balance in meal account	Education Code 49557.5	AR 3551	Negative balance in meal account; encouragement to apply for free or reduced-price meals
Annually to parents/guardians of student athletes before their first practice or competition	Education Code 49475	AR 6145.2	Information on concussions and head injuries
Annually to parents/guardians of student athletes	Education Code 49476	AR 6145.2	Opioid fact sheet

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
Within 30 days of foster youth, homeless youth, former juvenile court school student, child of military family, or migrant student being transferred after second year of high school, or immigrant student enrolled in newcomer program in grades 11-12	Education Code 51225.1	BP 6146.1 AR 6173 AR 6173.1 AR 6173.3 AR 6175	Exemption from local graduation requirements, effect on college admission, option for fifth year of high school, <u>transfer opportunities through California Community Colleges</u>
Before any test/survey questioning personal beliefs	Education Code 51513	AR 5022	Permission for test, survey questioning personal beliefs
At least 14 days before HIV prevention or sexual health instruction, if arrangement made for guest speaker after beginning of school year	Education Code 51938	AR 6142.1	Instruction in HIV prevention or sexual health by guest speaker or outside consultant
Prior to administering survey regarding health risks and behaviors to students in 7-12	Education Code 51938	AR 5022	Notice that the survey will be administered
Within 30 calendar days of receipt of results of assessment or reassessment of English proficiency	Education Code 52164.1, 52164.3; 5 CCR 11511.5	AR 6174	Results of state test of English proficiency
When migrant education program is established	Education Code 54444.2	BP 6175 AR 6175	Parent advisory council membership composition
When child participates in licensed child care and development program	Health and Safety Code 1596.857; 22 CCR 101218.1	AR 5148	Parent/guardian right to enter <u>and inspect facility and other rights as specified</u>
When a licensed child care center has a building constructed before January 1, 2010 and has drinking water tested for lead	Health and Safety Code 1597.16	AR 5148	The requirement to test the facility, and the results of the test
When district receives Tobacco-Use Prevention Education Funds	Health and Safety Code 104420	AR 3513.3	The district's tobacco-free schools policy and enforcement procedures
When testing by community water system finds presence of lead exceeding specified level	Health and Safety Code 116277	AR 3514	Elevated lead level at school

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
When sharing student immunization information with an immunization system	Health and Safety Code 120440	AR 5125	Types of information to be shared, name and address of agency, acceptable use of the information, right to examine, right to refuse to share
At least 14 days prior to sex offender coming on campus as volunteer	Penal Code 626.81	AR 1240 BP 1250	Dates and times permission granted; obtaining information from law enforcement
When hearing is requested by person asked to leave	Penal Code 627.5	AR 3515.2	Notice of hearing
When responding to complaint re: discrimination, special education, or noncompliance with law	5 CCR 4631	AR 1312.3	Findings, disposition of complaint, any corrective actions, appeal rights and procedures
When child participates in licensed child care and development program	5 CCR 18066	AR 5148	Policies regarding excused and unexcused absences
Within 30 days of application for subsidized child care or preschool services	5 CCR 18094, 18118	AR 5148 AR 5148.3	Approval or denial of services
<u>At least 14 days before change in service or other intended action,</u> uUpon recertification or update of application for child care or preschool services	5 CCR 18095, 18119	AR 5148 AR 5148.3	Any change in service, such as in fees, amount of service, termination of service
Upon child's enrollment in child care program	5 CCR 18114	AR 5148	Policy on fee collection
When payment of child care fees is seven days late	5 CCR 18114	AR 5148	Notice of delinquent fees
When district substantively changes policy on student privacy rights	20 USC 1232h	AR 5022	Notice of any substantive change in policy or regulation
For districts receiving Title I funds, when child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet state certification requirements for the grade level/subject taught	20 USC 6312	AR 4112.2	Timely notice to parent/ guardian of child's assignment

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents/guardians of English learners	20 USC 6312	AR 6174	Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose other program
For schools receiving Title I funds, upon development of parent involvement policy	20 USC 6318	AR 6020	Notice of policy
When district receives Impact Aid funds for students residing on Indian lands, to parents/guardians of Indian children	20 USC 7704; 34 CFR 222.94	AR 3231	Relevant applications, evaluations, program plans, information about district's general educational program; opportunity to submit comments
When household is selected for verification of eligibility for free or reduced-price meals	42 USC 1758; 7 CFR 245.6a	AR 3553	Need to submit verification information; any subsequent change in benefits; appeals
When student is homeless or unaccompanied minor	42 USC 11432; Education Code 48852.5	AR 6173	Educational and related opportunities; transportation services; placement decision and right to appeal; duties of district liaison ; public notice
When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30	34 CFR 99.34	AR 5125	Right to receive review records and an opportunity for hearing upon request
When student complains of sexual harassment	34 CFR 106.44, 106.45	AR 5145.7	Right to file formal complaint, availability of supportive measures, notice of process, reason for dismissal of complaint if applicable
When district receives federal funding assistance for nutrition program	USDA FNS Instruction 113-1	BP 3555	Rights and responsibilities, nondiscrimination policy, complaint procedures

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
IV. Special Education Notices			
Prior to conducting initial evaluation	Education Code 56301, 56321, 56321.5, 56321.6, 56329; 20 USC 1415(d); 34 CFR 300.502, 300.503	BP 6159.1 AR 6159.1 AR 6164.4	Proposed evaluation plan, related parental rights, prior written notice, procedural safeguards
Before functional behavioral assessment begins	Education Code 56321	AR 6159.4	Notification and consent
24 hours before IEP when district intending to record	Education Code 56341.1	AR 6159	Intention to audio-record IEP meeting
Early enough to ensure opportunity for parent/guardian to attend IEP meeting	Education Code 56341.5; 34 CFR 300.322	AR 6159	Time, purpose, location, who will attend, participation of others with special knowledge, transition statements if appropriate
When parent/guardian orally requests review of IEP	Education Code 56343.5	AR 6159	Need for written request
Within one school day of emergency intervention or serious property damage	Education Code 56521.1	AR 6159.4	Emergency intervention
Whenever there is a proposal or refusal to initiate or change the identification, evaluation, placement, or FAPE, including when parent/guardian revokes consent for services	20 USC 1415(c); 34 CFR 300.300, 300.503	AR 6159 AR 6159.1	Prior written notice
Upon filing of state complaint	20 USC 1415(d); 34 CFR 300.504	AR 6159.1	Procedural safeguards notice
When disciplinary measures are taken or change in placement	20 USC 1415(k); 34 CFR 300.530	AR 5144.2	Decision and procedural safeguards notice
Upon requesting a due process hearing	20 USC 1415(k); 34 CFR 300.508	AR 6159.1	Student's name, address, school, description of problem, proposed resolution
Eligibility for services 504	34 CFR 104.32, 104.36	AR 6164.6	District responsibilities, district under Section actions, procedural safeguards

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
V. Classroom/Facility Notices			
In all district schools and offices, including staff lounges and student government meeting rooms	Education Code 234.1	AR 1312.3	Uniform complaint procedures board policy and administrative regulation
In each classroom used for license-exempt California State Preschool Program	Education Code 82128235.5	AR 1312.3 E 1312.3	Health and safety requirements for preschool programs; where to get complaint form
In each classroom in each school	Education Code 35186	AR 1312.4 E 1312.4	Complaints subject to Williams uniform complaint procedures
In a licensed child care and development center at a location accessible to parents/guardians	Health and Safety Code 1596.857	AR 5148	Parent/guardian right to inspect, prohibition against retaliation, right to file complaint; registered sex offender database available to public; review licensing reports of facility visits and substantiated complaints against facility

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
17 CCR 2950-2951	Hearing tests
17 CCR 6000-6075	School attendance immunization requirements
5 CCR 11303	Reclassification of English learners
5 CCR 11511.5	English language proficiency assessment; test results
5 CCR 11523	Notice of proficiency examinations
5 CCR 18066	Child care policies regarding excused and unexcused absences
5 CCR 18094-18095	Notice of Action; child care services
5 CCR 18114	Notice of delinquent fees; child care services
5 CCR 18118-18119	Notice of Action; child care services
5 CCR 3052	Behavioral intervention
5 CCR 4622	Uniform complaint procedures
5 CCR 4631	Uniform complaint procedures; notification of decision and right to appeal

5 CCR 4702	Student transfer from school identified under Open Enrollment Act
5 CCR 4917	Notification of sexual harassment policy
5 CCR 852	Exemptions from state assessments
5 CCR 863	Reports of state assessment results
<u>22 CCR 101218.1</u>	<u>Child care licensing; parent/guardian rights</u>
Civ. Code 1798.29	District records, specifically - breach of security
Ed. Code 17288	Building standards for university campuses
Ed. Code 17611.5-17612	Notification of pesticide use
Ed. Code 221.5	Equal opportunity
Ed. Code 231.5	Sexual harassment policy
<u>Ed. Code 234.1</u>	<u>Student protections relating to discrimination, harassment, intimidation, and bullying</u>
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 262.3	Appeals for discrimination complaints; information regarding availability of civil remedies
Ed. Code 310	Language acquisition programs
Ed. Code 313	Reclassification of English learners, parental consultation
Ed. Code 313.2	Long-term English learner, notification
<u>Ed. Code 8212</u>	<u>Health and safety requirement for preschool programs; complaint forms</u>
Ed. Code 32221.5	Insurance for athletic team members
Ed. Code 32255-32255.6	Student's right to refrain from harmful or destructive use of animals
Ed. Code 32390	Voluntary program for fingerprinting students
Ed. Code 33479- <u>33479.9</u>	The Eric Paredes Sudden Cardiac Arrest Prevention Act
Ed. Code 35160.5	Extracurricular and cocurricular activities
Ed. Code 35178.4	Notice of accreditation status
Ed. Code 35182.5	Advertising in the classroom
Ed. Code 35183	School dress code; uniforms
Ed. Code 35186	Complaints concerning deficiencies in instructional materials and facilities
Ed. Code 35211	Driver training; district insurance, parent/guardian liability
Ed. Code 35256	School Accountability Report Card
Ed. Code 35258	School Accountability Report Card

Ed. Code 35291	Rules for student discipline
Ed. Code 37616	Consultation regarding year-round schedule
Ed. Code 39831.5	School bus rider rules and information
Ed. Code 440	English language proficiency assessment; instruction in English language development
Ed. Code 44050	Employee code of conduct; interaction with students
Ed. Code 44808.5	Permission to leave school grounds
Ed. Code 46010.1	Notice regarding excuse to obtain confidential medical services
Ed. Code 46014	Regulations regarding absences for religious purposes
<u>Ed. Code 46162</u>	<u>Alternative schedule for junior high and high school; public hearing with notice</u>
Ed. Code 46600-46611	Interdistrict attendance agreements
Ed. Code 48000	Minimum age of admission
Ed. Code 48070.5	Promotion and retention of students
Ed. Code 48204	Residency requirements
Ed. Code 48205	Absence for personal reasons
Ed. Code 48206.3	Students with temporary disabilities; individual instruction; definitions
Ed. Code 48207-48208	Students with temporary disabilities in hospitals
Ed. Code 48213	Prior notice of exclusion from attendance
Ed. Code 48216	Immunization
Ed. Code 48260.5	Notice regarding truancy
Ed. Code 48262	Need for parent conference regarding truancy
Ed. Code 48263	Referral to school attendance review board or probation department
Ed. Code 48301	Interdistrict transfers
Ed. Code 48350-48361	Open Enrollment Act
Ed. Code 48354	Option to transfer from school identified under Open Enrollment Act
Ed. Code 48357	Status of application for transfer from school identified under Open Enrollment Act
Ed. Code 48412	Certificate of proficiency
Ed. Code 48432.3	Voluntary enrollment in continuation education
Ed. Code 48432.5	Involuntary transfers of students
Ed. Code 48850-48859	Education of foster youth and homeless students

Ed. Code 48900.1	Parental attendance required after suspension
Ed. Code 48904	Liability of parent/guardian for willful student misconduct
Ed. Code 48904.3	Withholding grades, diplomas, or transcripts
Ed. Code 48906	Notification of release of student to peace officer
Ed. Code 48911	Notification in case of suspension
Ed. Code 48911.1	Assignment to supervised suspension classroom
Ed. Code 48912	Closed sessions; consideration of suspension
Ed. Code 48915.1	Expelled students; enrollment in another district
Ed. Code 48916	Readmission procedures
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 48929	Transfer of student convicted of violent felony or misdemeanor
Ed. Code 48980	Required notification at beginning of term
Ed. Code 48980.3	Notification of pesticide use
Ed. Code 48981	Time and means of notification
Ed. Code 48982	Parent signature acknowledging receipt of notice
Ed. Code 48983	Contents of notice
Ed. Code 48984	Activities prohibited unless notice given
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 48987	Child abuse information
Ed. Code 49013	Use of uniform complaint procedures for complaints regarding student fees
Ed. Code 49063	Notification of parental rights
Ed. Code 49067	Student evaluation; student in danger of failing course
Ed. Code 49068	Transfer of permanent enrollment and scholarship record
Ed. Code 49069	Absolute right to access
Ed. Code 49070	Challenging content of student record
Ed. Code 49073	Release of directory information
Ed. Code 49073.6	Student records; social media
Ed. Code 49076	Access to student records
Ed. Code 49077	Access to information concerning a student in compliance with court order
Ed. Code 49403	Cooperation in control of communicable disease and immunizations
Ed. Code 49423	Administration of prescribed medication for student

Ed. Code 49451	Physical examinations: parent's refusal to consent
Ed. Code 49452.5	Screening for scoliosis
Ed. Code 49452.7	Information on type 2 diabetes
Ed. Code 49452.8	Oral health assessment
Ed. Code 49456	Results of vision or hearing test
Ed. Code 49471-49472	Insurance
Ed. Code 49475	Student athletes; concussions and head injuries
Ed. Code 49480	Continuing medication regimen for nonepisodic conditions
Ed. Code 49510-49520	Duffy-Moscone Family Nutrition Education and Services Act of 1970
Ed. Code 49557.5	Child Hunger Prevention and Fair Treatment Act of 2017; notice of negative balance in meal account
Ed. Code 51225.1	Exemption from district graduation requirements
Ed. Code 51225.2	Course credits; foster youth, homeless youth, former juvenile court school students and military-connected students
Ed. Code 51225.3	Graduation requirements; courses that satisfy college entrance criteria
<u>Ed. Code 51225.8</u>	<u>Completion and submission of FAFSA and CADAA</u>
Ed. Code 51229	Course of study for grades 7-12
Ed. Code 51513	Personal beliefs; privacy
Ed. Code 51938	HIV/AIDS and sexual health instruction
Ed. Code 52164	Language census
Ed. Code 52164.1	Census-taking methods; determination of primary language; assessment of language skills
Ed. Code 52164.3	Reassessment of English learners; notification of results
Ed. Code 54444.2	Migrant education programs; parent involvement
Ed. Code 56301	Child-find system; policies regarding written notification rights
Ed. Code 56321	Special education: proposed assessment plan
Ed. Code 56321.5-56321.6	Notice of parent rights pertaining to special education
Ed. Code 56329	Written notice of right to findings; independent assessment
Ed. Code 56341.1	Development of individualized education program; right to audio record meeting
Ed. Code 56341.5	Individualized education program team meetings
Ed. Code 56343.5	Individualized education program meetings
Ed. Code 56521.1	Behavioral intervention

Ed. Code 58501	Alternative schools; notice required prior to establishment
Ed. Code 60615	Exemption from state assessment
Ed. Code 60641	California Assessment of Student Performance and Progress
Ed. Code 69432.9	Submission of grade point average to Cal Grant program
Ed. Code 8483	Before/after school program; enrollment priorities
H&S Code 104420	Tobacco use prevention
H&S Code 104855	Availability of topical fluoride treatment
H&S Code 116277	Lead testing of school drinking water
H&S Code 120365-120375	Immunizations
H&S Code 120440	Sharing immunization information
H&S Code 124100-124105	Health screening and immunizations
H&S Code 1596.857	Right to enter child care facility
Pen. Code 626.81	Notice of permission granted to sex offender to volunteer on campus
Pen. Code 627.5	Hearing request following denial or revocation of registration
Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232h	Privacy rights
20 USC 1415	Procedural safeguards
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6318	Parent and family engagement
20 USC 7908	Armed forces recruiter access to students
34 CFR 104.32	District responsibility to provide free appropriate public education
34 CFR 104.36	Procedural safeguards
34 CFR 104.8	Nondiscrimination
34 CFR 106.9	Notification of nondiscrimination on basis of sex
34 CFR 200.48	Teacher qualifications
34 CFR 300.300	Parent consent for special education evaluation
34 CFR 300.322	Parent participation in IEP team meetings
34 CFR 300.502	Independent educational evaluation of student with disability
34 CFR 300.503	Prior written notice regarding identification, evaluation, or placement of student with disability
34 CFR 300.504	Procedural safeguards notice for students with disabilities

34 CFR 300.508	Due process complaint
34 CFR 300.530	Discipline procedures
34 CFR 99.30	Disclosure of personally identifiable information
34 CFR 99.34	Student records, disclosure to other educational agencies
34 CFR 99.37	Disclosure of directory information
34 CFR 99.7	Student records, annual notification
40 CFR 763.84	Asbestos inspections, response actions and post-response actions
40 CFR 763.93	Asbestos management plans
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
42 USC 1758	Child nutrition programs
7 CFR 245.5	Eligibility criteria for free and reduced-price meals
7 CFR 245.6a	Verification of eligibility for free and reduced-price meals

Management Resources

U.S. Department of Agriculture
Publication

U.S. Department of Agriculture
Publication

Website

Description

Civil Rights Compliance and Enforcement -- Nutrition Programs and Services, FNS Instruction 113-1, 2005

Unpaid Meal Charges: Guidance and Q&A, SP 23-2017, March 2017

U.S. Department of Agriculture, Food and Nutrition Service

Cross References

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1312.3-E(2)

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3260

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Nondiscrimination In District Programs And Activities

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Local Control And Accountability Plan

School Accountability Report Card

Volunteer Assistance

Volunteer Assistance

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Uniform Complaint Procedures

Uniform Complaint Procedures

Uniform Complaint Procedures

Impact Aid

Fees And Charges

Fees And Charges

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Policy 6173: Education For Homeless Children

Status: ADOPTED

Original Adopted Date: 07/01/2005 | **Last Revised Date:** 03/2022 | **Last Reviewed Date:** 03/2022

CSBA NOTE: The following policy reflects the intent of the McKinney-Vento Homeless Assistance Act (42 USC 11431-11435) as amended by the Every Student Succeeds Act (P.L. 114-95), that each homeless student should have equal access to the same free, appropriate public education and services as other students. 42 USC 11432 mandates that districts adopt, review, and revise policies to remove barriers to the identification, enrollment, and retention of homeless children and youth, ensure that homeless students are not segregated or stigmatized on the basis of their status as homeless, and provide for professional development for appropriate staff, as provided in the following policy. In addition, 42 USC 11432 requires that, in reviewing and revising applicable policies, consideration be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.

The Governing Board believes desires that the identification of homeless students is critical to improving the educational outcomes of such students and ensuring that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for ~~them~~ such students to meet the same challenging academic standards as other students.

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060, 52064)

CSBA NOTE: The following paragraph is mandated pursuant to 42 USC 11432. as amended by P.L. 114-95. 42 USC 11432 requires that districts adopt policy to remove barriers to homeless students' enrollment and retention due to absences or outstanding fees or fines. See the accompanying administrative regulation for additional procedures designed to remove barriers to the identification and enrollment of homeless students.

The Superintendent or designee shall regularly review and recommend updates to district policies to ensure removal of any barriers to the education of homeless students and unaccompanied youth. Any such review shall address identify and remove any barriers to the identification, enrollment, identification, enrollment, of homeless students and retention of homeless such students, including those barriers that are due to absences or outstanding fees or fines. (42 USC 11432)

~~When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)~~

CSBA NOTE: Pursuant to 42 USC 11432, districts are required to designate an appropriate staff person, who may also be a coordinator for other federal programs, as a district liaison for homeless students. See the accompanying administrative regulation for information about the designation and duties of the district liaison.

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison [for homeless students](#) shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.

[CSBA NOTE: Education Code 48851, as added by AB 27 \(Ch. 394, Statutes of 2021\), requires the district to ensure that each school within the district identifies all homeless children and youths and unaccompanied youths enrolled at the school.](#)

[The Superintendent or designee shall ensure that each district school identifies all homeless children and youths and unaccompanied youths enrolled at the school. \(Education Code 48851\)](#)

[CSBA NOTE: The following paragraph is for districts that receive funding from the American Rescue Plan Elementary and Secondary School Emergency Relief - Homeless Children and Youth Fund \(ARP-HCY\) and may be deleted or revised to reflect district practice by districts that do not receive such funds. Education Code 48851, as added by AB 27, requires districts receiving ARP-HCY funds to annually administer a housing questionnaire to parents/guardians of all students and all unaccompanied youths for purposes of identifying homeless children and youths and unaccompanied youths. The housing questionnaire must be based on best practices developed by the California Department of Education \(CDE\), include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth, and be made available in paper form. A sample housing questionnaire is available on CDE's web site.](#)

[To ensure easy identification of homeless students, the Superintendent or designee shall annually administer a housing questionnaire developed by the California Department of Education \(CDE\) to all parents/guardians of students and all unaccompanied youths. \(Education Code 48851\)](#)

[If the primary language of a student's parent/guardian or an unaccompanied youth is not English, either the housing questionnaire shall be made available in the primary language of the student's parent/guardian or the unaccompanied youth pursuant to Education Code 48985, or an appropriate translation of the housing questionnaire shall be provided upon request of a student's parent/guardian or an unaccompanied youth. \(Education Code 48851\)](#)

[CSBA NOTE: The U.S. Department of Education's \(USDOE\) Non-Regulatory Guidance, Education for Homeless Children and Youths Program, emphasizes that districts should include the identification of homeless students and their unique educational needs in district needs assessments and school improvement plans. The following optional paragraph reflects strategies included in the Guidance for identifying homeless students and may be revised to reflect district practice. Also see the California Department of Education's \(CDE\) web site for a sample student residency questionnaire and "You Can Enroll in School" poster Education Code 48852.6, as added by AB 27, requires districts to create a web page or post on its web site \(1\) a list of district liaisons and contact information for such liaison\(s\) and \(2\) specific information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness. Additionally, Education Code 48852.6, as added by AB 27, requires a district school, if it has a web site, to post the contact information for the district liaison, as well as the name and contact information of any employee or person under contract the school may have who assists the district liaison in completing the liaison's duties. See the accompanying administrative regulation for more information regarding posting requirements.](#)

[In, addition, order to identify district students who are homeless, the Superintendent or designee shall ensure that the district liaison's contact information and other information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons](#)

experiencing homelessness, are posted on the district and school web sites as specified in the accompanying administrative regulation. (Education Code 48852.6)

may give a housing questionnaire to all parents/guardians during school registration, make referral forms readily available, include the district liaison's contact information on the district and school web sites, provide materials in a language easily understood by families and students, provide school staff with professional development on the definition and signs of homelessness, and contact appropriate local agencies to coordinate referrals for homeless children and youth and unaccompanied youth.

CSBA NOTE: Although students' addresses generally may be designated as "directory information" that is not harmful if disclosed, P.L. 114-95 amended 42 USC 11432 to provide that information about a homeless student's living situation must instead be provided the protections afforded to other student records under the Family Educational Rights and Privacy Act. For further information about the disclosure of homeless students' records, see the USDOE's Non-Regulatory Guidance, Education for Homeless Children and Youths Program.

Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act and shall not be deemed to be directory information as defined in 20 USC 1232g. (42 USC 11432)

CSBA NOTE: Pursuant to 42 USC 11432, placement determinations for homeless students must be made according to the student's "best interest," as defined in the accompanying administrative regulation.

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

Each homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)

CSBA NOTE: The following paragraph is mandated by 42 USC 11432. Although this law prohibits the segregation of homeless students into a separate school or program, separate schools that were in operation before 2001 may continue to operate under specified conditions. Districts that maintain such a school may revise the following paragraph to reflect district practice.

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate homeless students on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students. (42 USC 11432, 11433)

The Superintendent or designee shall ensure that information and/or materials for homeless students are provided in a manner and form understandable to the parents/guardians of homeless students and to unaccompanied youths.

CSBA NOTE: Although students' addresses generally may be designated as "directory information" that is not harmful if disclosed, 42 USC 11432 provides that information about a homeless student's living situation must instead be provided the protections afforded to other student records under the Family Educational Rights and Privacy Act. For further information about the disclosure of homeless students'

[records, see the U.S. Department of Education's \(USDOE\) "Education for Homeless Children and Youths Program Non-Regulatory Guidance."](#)

[Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act, shall not be deemed to be directory information as defined in 20 USC 1232g, and shall not be released without written consent. \(42 USC 11432\)](#)

CSBA NOTE: Pursuant to 42 USC 11432, districts receiving assistance through the McKinney-Vento Homeless Assistance Act are required to coordinate services as provided below. Other districts may delete or revise the following paragraph to reflect district practice.

The Superintendent or designee shall coordinate with other agencies and entities to ensure that homeless children and youth are promptly identified, ensure that homeless students have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for homeless students and services for students with disabilities. (42 USC 11432)

CSBA NOTE: 42 USC 11432 ~~as amended by P.L. 114-95~~ mandates that districts adopt policies and practices to ensure participation by district liaisons and other appropriate staff in professional development and other technical assistance activities, as determined appropriate by the federal Office of the Coordinator.

Education Code 48852.5 ~~as amended by SB 1068 (Ch. 538, Statutes of 2016)~~, requires the CDE to provide specified informational and training materials to district liaisons, including informational materials on the educational rights of homeless children and youth and resources available to assist homeless children and youth. ~~Education Code 48852.5. It also requires the CDE to adopt policies and practices to ensure that liaisons participate in professional development and technical assistance programs as amended by SB 400 (Ch. 400, Statutes of 2021), also requires CDE to develop and implement a system to verify that districts are providing the required training to school personnel providing services to youth experiencing homelessness at least annually.~~

[The following paragraph reflects the training requirement of Education Code 48852.5 and USDOE's "Education for Homeless Children and Youths Program Non-Regulatory Guidance," regarding the content of the professional development.](#)

[At least annually, the dDistrict liaison and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students. Such professional development and technical assistance shall include, but are not limited to, and to provide training on the definitions of terms related to homelessness, the signs of homelessness, the steps that should be taken once a potentially homeless student is identified, and how to connect homeless students with appropriate housing and service providers. \(Education Code 48852.5; 42 USC 11432\)](#)

CSBA NOTE: Education Code 48851, as added by AB 27, requires districts to collect the completed housing questionnaires described above, and annually report to CDE the number of homeless children and youths and unaccompanied youths enrolled in the district.

[The Superintendent or designee shall report to CDE the number of homeless children and youths and unaccompanied youths enrolled in the district as identified from the housing questionnaire described above. \(Education Code 48851\)](#)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Pursuant to Education Code 52064.5, the State Board of Education has adopted evaluation rubrics for use by districts in evaluating their strengths, weaknesses, and areas that require improvement.

In addition, pursuant to 20 USC 6311 ~~as amended by P.L. 114-95~~, annual district report cards for districts receiving Title I funds are required to include disaggregated student achievement data and graduation rates of homeless students.

At least annually, the Superintendent or designee shall report to the Board on [the identification of and outcomes for homeless students](#), which may include, but are not limited to, [the housing questionnaire responses](#), school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to [better more effectively identify and](#) support the education of homeless students.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

5 CCR 4600-4670

Ed. Code 39807.5

[Ed. Code 48850-48859](#)

Ed. Code 48850

[Ed. Code 48851](#)

[Ed. Code 48851.5](#)

Ed. Code 48852.5

[Ed. Code 48852.6](#)

Ed. Code 48852.7

[Ed. Code 48859](#)

Ed. Code 48915.5

Ed. Code 48918.1

[Ed. Code 48985](#)

Description

Uniform complaint procedures

Payment of transportation costs by parents

[Education of students in foster care and students who are homeless, especially:](#)

~~Participation of homeless students and foster youth in extracurricular activities and interscholastic sports~~
[Academic achievement of students in foster care and homeless children](#)

[Identification of homeless children and youths and unaccompanied youths; housing questionnaire](#)

[Local educational agency liaison for homeless children and youths](#)

Notice of educational rights of homeless students

[Web site posting of information regarding homelessness](#)

Education of homeless students; immediate enrollment

[Definitions](#)

Recommended expulsion, homeless student with disabilities

Notice of recommended expulsion

[Notices to parents in language other than English](#)

Ed. Code 51225.1-51225.3

Ed. Code 52052

Ed. Code 52060-52077

Federal

20 USC 1087v

20 USC 1232g

[20 USC 1400-1482](#)

20 USC 6311

42 USC 11431-11435

42 USC 12705

Management Resources

California Child Welfare Council

[California Department of Education Publication](#)

California Department of Education Publication

National Center for Homeless Education Publication

[U.S. Department of Education Guidance](#)

U.S. Department of Education Guidance

[Website](#)

Website

[Website](#)

[Website](#)

Website

Website

[Website](#)

Website

Website

Graduation requirements

Accountability; numerically significant student subgroups

Local control and accountability plan

Description

Free Application for Federal Student Aid; definitions

Family Educational Rights and Privacy Act (FERPA) of 1974

[Individuals with Disabilities Education Act](#)

State plan

McKinney-Vento Homeless Assistance Act

Cranston-Gonzalez National Affordable Housing Act; state and local strategies

Description

Partial Credit Model Policy and Practice Recommendations

[2021-22 Federal Program Monitoring Instrument, May 2021](#)

Homeless Education Dispute Resolution Process, [January 30, 2007](#) [March 2020](#)

Homeless Liaison Toolkit, [2013](#) [2020](#)

[Dear Colleague Letter, July 27, 2016](#)

Education for Homeless Children and Youths Program, Non-Regulatory Guidance, [July 2016](#) [August 2018](#)

[California Community Colleges \(https://www.cccco.edu\)](#)

California Department of Education, Homeless Children and Youth Education

[California Interscholastic Federation \(https://www.cifstate.org/landing/index\)](#)

[California State University \(https://www.calstate.edu\)](#)

National Center for Homeless Education at SERVE

National [Homelessness](#) Law Center [on Homelessness and Poverty](#)

[University of California \(https://www.universityofcalifornia.edu\)](#)

U.S. Department of Education - Education for Homeless Children and Youths Grants for State and Local Activities

California Child Welfare Council
<https://www.chhs.ca.gov/home/committees/california-child-welfare-council>

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
0500	Accountability
1113	District And School Web Sites
1113	District And School Web Sites
1113-E(1)	District And School Web Sites
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1400	Relations Between Other Governmental Agencies And The Schools
3250	Transportation Fees
3250	Transportation Fees
3260	Fees And Charges
3260	Fees And Charges
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3541	Transportation Routes And Services
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4131	Staff Development
4231	Staff Development
4331	Staff Development
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency

5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5125.2	Withholding Grades, Diploma Or Transcripts
5132	Dress And Grooming
5132	Dress And Grooming
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.6	School Health Services
5141.6	School Health Services
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.6	Parental Notifications
5145.6-E(1)	Parental Notifications
5148.2	Before/After School Programs
5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6011	Academic Standards
6143	Courses Of Study
6143	Courses Of Study
<u>6145</u>	<u>Extracurricular and Cocurricular Activities (BP and AR)</u>
6145.2	Athletic Competition
6145.2	Athletic Competition
6146.1	High School Graduation Requirements

6146.1	High School Graduation Requirements
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
6159	Individualized Education Program
6159	Individualized Education Program
6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6164.2	Guidance/Counseling Services
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6174	Education For English Learners
6174	Education For English Learners
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6179	Supplemental Instruction
6190	Evaluation Of The Instructional Program

Regulation 6173: Education For Homeless Children

Status: ADOPTED

Original Adopted Date: 12/01/2014 | Last Revised Date: 03/2022 | Last Reviewed Date: 03/2022

CSBA NOTE: The following administrative regulation is mandated pursuant to 42 USC 11432; see section on "Transportation" below.

Definitions

CSBA NOTE: The federal McKinney-Vento Homeless Assistance Act (42 USC 11434a) [and Education Code 48859, as amended by AB 27 \(Ch. 394, Statutes of 2021\)](#), defines "homeless [children and youths](#)" [students](#) as provided below. ~~This law applies to foster youth in certain circumstances (i.e., when they~~ who are living in emergency or transitional shelters) [are within the definition of homeless students](#) but ~~as amended by P.L. 114-95, the definition of "homeless students" no longer includes~~ youth who are awaiting foster care placement [are not](#). See BP/AR 6173.1 - Education for Foster Youth for state law regarding foster children.

Homeless students means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code [48852.7 48859](#); 42 USC 11434a)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals
2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because they are living in conditions described in items #1-3 above

Unaccompanied youth includes [a homeless child or youth](#) ~~who are~~ not in the physical custody of a parent or guardian. (Education Code [48859; 20-42](#) USC 11434a)

CSBA NOTE: The following definition of "school of origin" generally reflects Education Code 48852.7, which exceeds the definition in 42 USC 11432 and is consistent with the state definition of "school of origin" that applies to foster youth. However, ~~as amended by P.L. 114-95~~, 42 USC 11432 includes preschools in the definition as provided below.

School of origin means the school that the homeless student attended when permanently housed or the school in which [the student he/she](#) was last enrolled, including a preschool. If the school the homeless student attended when permanently housed is different from the school in which [the student he/she](#) was last enrolled, or if there is some other school that the student attended within the preceding 15 months and with which [the student he/she](#) is connected, the district liaison [for homeless students](#) shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (Education Code 48852.7; 42 USC 11432)

CSBA NOTE: Education Code 48850 expresses legislative intent that the "best interest" of a homeless student or foster youth includes educational stability as well as placement in the least restrictive educational program, as provided below. Education Code 48853 further provides that the placement of a foster youth ~~must~~ should consider the student's access to academic resources, services, and extracurricular and enrichment activities. For consistency with the definition of "best interest" applicable to foster youth (see AR 6173.1 - Education for Foster Youth), the following definition also reflects Education Code 48853.

Best interest means that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432)

District Liaison

CSBA NOTE: Pursuant to 42 USC 11432, districts are required to designate an appropriate staff person, who may also be a coordinator for other federal programs, as a district liaison for homeless students. The district should fill in the blanks below with the title or position, address, [email address](#), and phone number of the district liaison.

The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

(title or position)

(address)

(email address)

(phone number)

CSBA NOTE: The duties of the district liaison for homeless students are listed in 42 USC 11432 and are specified below. Also see the U.S. Department of Education's (USDOE) [Non-Regulatory Guidance](#) "Education for Homeless Children and Youths Program [Non-Regulatory Guidance](#)" and the "Homeless Liaison Toolkit" developed by the National Center for Homeless Education.

The district's liaison for homeless students shall: (Education Code [48851.5](#), 48852.5; 42 USC 11432)

1. Ensure that homeless students are identified by school personnel through outreach and coordination activities with other entities and agencies
2. Ensure that homeless students are enrolled in, and have a full and equal opportunity to succeed in, district schools
3. Ensure that homeless families and children and youth have access to and receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by the district
4. Ensure that homeless families and students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate

services

5. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children
6. Disseminate [public](#) notice of the educational rights of homeless students in locations frequented by parents/guardians of homeless children and youth and by unaccompanied youth, including schools, [family](#) shelters, public libraries, and hunger relief agencies (soup kitchens). The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.
7. Mediate enrollment disputes in accordance with law and the section "Resolving Enrollment Disputes" below
8. Fully inform parents/guardians of homeless students and unaccompanied youth of all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice

CSBA NOTE: ~~P.L. 114-95 amended 42 USC 11432 to add the duties specified in items #9-10 below~~ Pursuant to Education Code 48852.5, as amended by SB 400 (Ch. 400, Statutes of 2021), the California Department of Education (CDE) is required to provide training materials to district liaisons for homeless students for the purpose of providing required professional development and support to school personnel who provide services to homeless students.

[The examples of school personnel listed below reflect CDE's 2021-22 Federal Program Monitoring Instrument.](#)

9. Ensure that school personnel providing services to homeless students, [including principals and other school leaders, attendance supervisors, teachers, enrollment personnel, and specialized instructional support personnel](#), receive professional development and other support
10. Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the district liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090
11. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless students, including the [collection and](#) provision of comprehensive data to the state coordinator as required by law

CSBA NOTE: Pursuant to Education Code 48918.1, the district liaison must be notified [at least 10 calendar days](#) before the [date of the](#) expulsion hearing for a homeless student, when the student's alleged violation does not require a mandatory recommendation for expulsion, [and may be notified for mandatory expulsions](#); see AR 5144.1 - Suspension and Expulsion/Due Process. When so notified, the district liaison is expected to assist the student and, as necessary, advocate on the student's behalf.

Furthermore, pursuant to Education Code 48915.5, if the homeless student has also been identified as an individual with a disability and the district has proposed a change of placement due to an act for which decision to recommend expulsion is discretionary, the district liaison must be invited to participate in the individualized education program (IEP) team meeting that makes a manifestation determination pursuant to the Individuals with Disabilities Education Act (20 USC 1415(k)).

In addition, when notified pursuant to Education Code 48918.1, the district liaison shall assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in [the student's his/her](#) expulsion. When notified pursuant to Education Code 48915.5, the district liaison shall participate in an individualized education program (IEP) team meeting to make a manifestation determination regarding the behavior of a student with a disability.

CSBA NOTE: 42 USC 11432 ~~, as amended by P.L. 114-95,~~ requires [that the California Department of Education \(CDE\)](#) to publish a list of district liaisons on its web site. ~~The~~ CDE collects the name and contact information of district liaisons through the consolidated application process, along with information about district compliance with federal program requirements.

The Superintendent or designee shall inform homeless children and youth, their parents/guardians, school personnel, service providers, and advocates working with homeless families of the duties of the district's liaison. [The Superintendent or designee](#) He/she shall also provide the name and contact information of the district's liaison to the California Department of Education (CDE) for publishing on ~~the~~ CDE's web site. (42 USC 11432)

Enrollment

The district shall make placement decisions for homeless students based on the student's best interest. (42 USC 11432)

CSBA NOTE: 42 USC 11432 ~~as amended by P.L. 114-95,~~ specifies factors that must be considered in determining a student's best interest, as provided below.

In determining the best interest of the student, the district shall consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety, giving priority to the request of the student's parent/guardian or, in the case of an unaccompanied youth, the youth. (42 USC 11432)

CSBA NOTE: The following optional paragraph presents examples of factors that may be considered in making placement decisions based on a student's "best interest," and may be revised to reflect district practice.

Such factors may include, but are not limited to, the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with [the student's his/her](#) homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

In the case of an unaccompanied youth, the [district](#) liaison shall assist in placement or enrollment decisions, give priority to the views of the student, and provide notice to the student of [his/her the right to appeal rights](#). (42 USC 11432)

In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in [the his/hers](#) school of origin, unless the student's parent/guardian or the unaccompanied youth requests otherwise. (Education Code 48852.7; 42 USC 11432)

CSBA NOTE: Education Code 48852.7 and 42 USC 11432 require schools to immediately enroll homeless students as specified below. In its "Non-Regulatory Guidance Education for Homeless Children and Youths Program," the USDOE recommends that the district take steps to facilitate immediate

enrollment such as accepting school records directly from families, establishing school-based immunization clinics, and training staff on the legal requirements for immediate enrollment. See AR 5111.1 - District Residency.

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if [the studenthe/she](#) (Education Code [48850](#), [48852.7](#); 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and records of immunization and other required health records

[CSBA NOTE: P.L. 114-95 amended 42 USC 11432 to add the circumstance specified in item #4 below.](#)

4. Has missed application or enrollment deadlines during any period of homelessness

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other required health records, the principal or designee shall [immediately](#) refer the parent/guardian to the district liaison for homeless students. The district liaison shall assist the parent/guardian, or the student if [the student he/she](#) is an unaccompanied youth, in obtaining the necessary immunizations, screenings, or records for the student. (42 USC 11432)

If the student is placed at a school other than the school of origin or [the his/her](#) school requested by [the student's his/her](#) parent/guardian or [the student, if](#) an unaccompanied youth, the Superintendent or designee shall provide the parent/guardian or the unaccompanied youth with a written explanation of the [reasons for the decision, including why placement in the student's school of origin or requested school is not in the student's best interest](#), along with a statement regarding the right to appeal the placement decision. [The written explanation shall be in a manner and form understandable to such parent/guardian or unaccompanied youth.](#) (42 USC 11432)

[At the point of any change or subsequent change in the residence of a homeless student,](#) ~~t~~The student may continue attending the student's [his/her](#) school of origin for the duration of the homelessness. (Education Code [48852.7](#); 42 USC 11432)

To ensure that the homeless student has the benefit of matriculating with [the student's his/her](#) peers in accordance with the established feeder patterns, the following shall apply: (Education Code [48852.7](#); 42 USC 11432)

1. If the student is transitioning between grade levels, [the student he/she](#) shall be allowed to continue in the same attendance area.
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, [the student he/she](#) shall be allowed to continue to the school designated for matriculation in that district.

CSBA NOTE: [Education Code 48852.7 and 42 USC 11432 and Education Code 48852.7](#) require that homeless students who become permanently housed during the school year be allowed to remain in the school of origin for the remainder of the school year. [Additionally](#), Education Code [48852.7](#) allows

homeless students to remain in the school of origin, or matriculate to a feeder school, even if the student is no longer homeless. The district may revise the following list to reflect the grade levels and feeder school patterns in the district.

If the student's status changes before the end of the school year so that [the student he/she](#) is no longer homeless, [the student he/she](#) shall be allowed to stay in the school of origin: (Education Code 48852.7)

1. Through the duration of the school year if [the student the/she](#) is in grades K-8
2. Through graduation if [the student the/she](#) is in high school

Resolving Enrollment Disputes

CSBA NOTE: In the event that a dispute arises over the district's decision related to student eligibility, school selection, or enrollment, the district must comply with the requirements of 42 USC 11432 and the dispute resolution process established by [the CDE](#). CDE's process is described in its, "[Homeless Education Dispute Resolution Process](#)" a [January 30, 2007](#) letter to districts, available on [the CDE's web site](#). ~~The~~ CDE's letter does not specify a hearing process or timelines for the district-level dispute resolution process. Thus, the district may revise the following section to reflect district practice, provided that the process is consistent with law.

If a dispute arises over student eligibility, school selection, or enrollment in a particular school, the matter shall be referred to the district liaison, who shall carry out the dispute resolution process as expeditiously as possible. (42 USC 11432)

The parent/guardian or unaccompanied youth shall be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions. (42 USC 11432)

CSBA NOTE: The following optional list should be modified to reflect district practice. In [its Non-Regulatory Guidance](#) its "Education for Homeless Children and Youths Program [Non-Regulatory Guidance](#)," the USDOE recommends that the written explanation contain the elements specified below. See the accompanying exhibits for a sample explanation and appeal form.

The written explanation shall include:

1. A description of the action proposed or refused by the district
2. An explanation of why the action is proposed or refused
3. A description of any other options the district considered and the reasons that any other options were rejected
4. A description of any other factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources
5. Appropriate timelines to ensure any relevant deadlines are not missed
6. Contact information for the district liaison and state coordinator, and a brief description of [those](#) ~~their~~ roles

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

CSBA NOTE: The following optional paragraph is recommended in the USDOE's [Non-Regulatory Guidance](#) "Education for Homeless Children and Youths Program [Non-Regulatory Guidance](#)."

The district liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parents/guardians or unaccompanied youth have access to the more formal process if informal resolution is not successful in resolving the matter.

CSBA NOTE: The following optional paragraph is recommended in ~~the~~ CDE's "[Homeless Education Dispute Resolution Process](#)" letter to districts. ~~January 30, 2007~~ CDE recommends that if the [parent/guardian or unaccompanied youth is an English Learner, the native language and/or an interpreter be used, and/or if additional supports are needed because of a disability, such services be made available without charge.](#)

In working with a student's parents/guardians or unaccompanied youth to resolve an enrollment dispute, the district liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position
2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide them a copy of the dispute form they submit for their records
5. Provide them the outcome of the dispute for their records

[When a student's parent/guardian or an unaccompanied youth involved in the enrollment dispute is an English learner, Items #1-5 shall be provided either in the native language of the parent/guardian or unaccompanied youth or through an interpreter, and any additional support needed because of a disability of that parent/guardian or unaccompanied youth shall be made available without a charge.](#)

If a parent/guardian or unaccompanied youth disagrees with the [district](#) liaison's enrollment decision, ~~he/she may appeal~~ the decision [may be appealed](#) to the Superintendent. The Superintendent shall make a determination within five working days.

CSBA NOTE: In its "[Homeless Education Dispute Resolution Process](#)" ~~January 30, 2007~~ letter to districts, ~~the~~ CDE describes the process for appealing a district's enrollment decision to the county office of education ([COE](#)) and ~~the~~ CDE. Upon receipt of materials describing the dispute from the district, the ~~county office~~ [COE](#) liaison will determine the school selection or enrollment decision within five working days. If the dispute remains unresolved or is appealed, the ~~county office~~ [COE](#) liaison will forward the documentation to ~~the state homeless coordinator~~ [CDE's Homeless Education Program](#). ~~CDE~~ [CDE](#) will notify ~~the parent/guardian~~ [all parties](#) of the final [determination of eligibility](#), school selection, or enrollment ~~decision~~ within five working days [of receipt of the appeal](#).

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the ~~homeless~~ [liaison for homeless students](#) at the county office of education.

CSBA NOTE: 42 USC 11432, ~~as amended by P.L. 114-95~~, provides that, during any dispute over a student's enrollment, the student must be allowed to be enrolled in the school [in which enrollment is sought](#) during the period of all appeals. 42 USC 11434a defines "enrollment" as including attendance in classes and [full](#) participation in school activities.

Pending final resolution of the dispute, including all available appeals, the student shall be immediately enrolled in the school in which enrollment is sought and shall be allowed to attend classes and participate fully in school activities. (42 USC 11432, 11434a)

Transportation

CSBA NOTE: 42 USC 11432 mandates that districts adopt policies and practices to ensure that transportation is provided to homeless students, at the request of the [student's or](#) parent/guardian or of the district liaison in the case of an unaccompanied youth, to and from [their](#) school of origin as specified below.

In its [Non-Regulatory Guidance](#) "Education for Homeless Children and Youths Program [Non-Regulatory Guidance](#)," [the](#) USDOE states that the law imposes an affirmative obligation to transport homeless students, even if transportation is not provided to other students. The Guidance clarifies that, because the State of California receives funds under McKinney-Vento, all districts in California are subject to this requirement.

Federal law does not address the authorization provided by Education Code 39807.5 for the district to charge for the cost of home-to-school transportation. However, it is likely that most homeless students would be identified as indigent and would therefore be exempt from transportation costs. See AR 3250 - Transportation Fees.

The district shall provide transportation for a homeless student to and from [the student's his/herschool](#) of origin when the student is residing within the district and the parent/guardian, or the district liaison in the case of an unaccompanied youth, requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend [the student's his/herschool](#) of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

CSBA NOTE: Education Code 48852.7 requires that the district provide transportation to a formerly homeless student with an [individualized education program IEP only if that provides](#) transportation [is a](#) [necessary](#) related service. Education Code 48852.7 does not supersede or exceed other laws governing special education services for eligible homeless students.

The following paragraph may be revised if the district chooses to provide transportation to other formerly homeless students attending their school of origin.

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they cease to be homeless, unless the formerly homeless student has an [individualized education program IEP](#) that includes transportation as a necessary related service for the student. (Education Code 48852.7)

Transfer of Coursework and Credits

CSBA NOTE: The following section is for use by districts maintaining high schools.

When a homeless student transfers into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, [a charter school, a school in a country other than the United States](#), or a nonpublic, nonsectarian school [or agency](#) and shall not require the student to retake the course. (Education Code 51225.2)

If the homeless student did not complete the entire course, [the student he/she](#) shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that [the student he/she](#) did not complete at [the his/her](#) previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a homeless student in any particular course, [the student he/she](#) shall be enrolled in the same or equivalent course, if applicable, so that [the student he/she](#) may continue and complete the entire course. (Education Code 51225.2)

CSBA NOTE: Although Education Code 51225.2 requires districts to award partial credits to homeless students who transfer from school to school, there is no uniform system for calculating and awarding partial credits. A recommendation for how to award partial credit is available in the California Child Welfare Council's Partial Credit Model Policy and Practice Recommendations and should be revised to reflect district practice.

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a homeless student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Applicability of Graduation Requirements

CSBA NOTE: The following section is for use by districts maintaining high schools. Also see BP 6146.1 - High School Graduation Requirements.

To obtain a high school diploma, a homeless student shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements [established prescribed](#) by the Governing Board.

However, when a homeless student who has completed [the his/her](#) second year of high school transfers into the district from another school district or transfers between high schools within the district, [the student he/she](#) shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of [the his/her](#) fourth year of high school. Within 30 calendar days of the homeless student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for [the student, him/her](#) and the district liaison for homeless students of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless. (Education Code 51225.1)

To determine whether a homeless student is in [the his/her](#) third or fourth year of high school, the district shall use either the number of credits [the student he/she](#) has earned as of the date of the transfer or the length of [the student's his/her](#) school enrollment, whichever qualifies [the student](#) him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any homeless student who is granted an exemption and the person holding the right to make educational decisions for [the student him/her](#) how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a homeless student to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a homeless student, the person holding the right to make educational decisions for the student, or the district liaison on behalf of the student. (Education Code 51225.1)

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer homeless or if [the student he/she](#) transfers to another school, [including a charter school](#), or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a homeless student is reasonably able to complete district graduation requirements within [the his/her](#) fifth year of high school, [the Superintendent or designee he/she](#) shall: (Education Code 51225.1)

1. Inform the student and, if under 18 years of age, the person holding the right to make educational decisions for [the student, him/her](#) of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect [the his/her](#) ability to gain admission to a postsecondary educational institution
2. Provide information to the homeless student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the homeless student or with the person holding the right to make educational decisions for [the student him/her](#) if [he/she is](#) under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

Eligibility for Extracurricular Activities

CSBA NOTE: The following paragraph is required pursuant to Education Code 48850. See BP 6145 - Extracurricular and Cocurricular Activities for additional eligibility requirements.

A homeless student who enrolls in any district school shall [be immediately deemed to meet all residency requirements have access to extracurricular and enrichment activities that are available to all students in the school, including but not limited to, ,for participation interscholastic sports administered by the California Interscholastic Federation or other extracurricular activities.](#) (Education Code 48850)

Notification, [and Complaints](#), [and Posting Requirements](#)

Information regarding the educational rights of homeless students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

CSBA NOTE: Education Code 51225.1 and 51225.2 provide that complaints of noncompliance with specified requirements related to the educational rights of homeless students may be filed in accordance with the uniform complaint procedures [\(UCP\)](#) specified in 5 CCR 4600-4670. As with other complaints covered under the [uniform complaint procedures UCP](#), a complainant may appeal the district's decision

to [the](#) CDE and, if the district or CDE finds any merit in the complaint, the district must provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures.

Any complaint that the district has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

[CSBA NOTE: Education Code 48852.6, as added by AB 27, requires the district and each district school that maintains a web site to post on the district and school web sites information related to homeless students' education, as specified in the following paragraphs.](#)

[The Superintendent or designee shall ensure that a list of the district's liaison\(s\) and the contact information for such liaison\(s\), as well as specific information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district's web site. \(Education Code 48852.6\)](#)

[Each district school that has a web site shall also post the contact information for the district liaison and the name and contact information of any employee or other person under contract with the school who assists the district liaison in completing the liaison's duties pursuant to 42 USC 11432. \(Education Code 48852.6\)](#)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 39807.5	Payment of transportation costs by parents
Ed. Code 48850-48859	Education of students in foster care and students who are homeless, especially:
Ed. Code 48850	Participation of homeless students and foster youth in extracurricular activities and interscholastic sports Academic achievement of students in foster care and homeless children
Ed. Code 48851	Identification of homeless children and youths and unaccompanied youths; housing questionnaire
Ed. Code 48851.5	Local educational agency liaison for homeless children and youths
Ed. Code 48852.5	Notice of educational rights of homeless students
Ed. Code 48852.6	Web site posting of information regarding homelessness
Ed. Code 48852.7	Education of homeless students; immediate enrollment
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 48915.5	Recommended expulsion, homeless student with disabilities
Ed. Code 48918.1	Notice of recommended expulsion
Ed. Code 51225.1-51225.3	Graduation requirements
Ed. Code 52052	Accountability; numerically significant student subgroups

Ed. Code 52060-52077

Federal

20 USC 1087vv

20 USC 1232g

[20 USC 1400-1482](#)

20 USC 6311

42 USC 11431-11435

42 USC 12705

Management Resources

California Child Welfare Council

[California Department of Education
Publication](#)

California Department of Education
Publication

National Center for Homeless Education
Publication

U.S. Department of Education Guidance

[Website](#)

Website

[Website](#)

[Website](#)

Website

Website

[Website](#)

Website

Website

Cross References

Code

0410

0415

Local control and accountability plan

Description

Free Application for Federal Student Aid; definitions

Family Educational Rights and Privacy Act (FERPA) of 1974

[Individuals with Disabilities Education Act](#)

State plan

McKinney-Vento Homeless Assistance Act

Cranston-Gonzalez National Affordable Housing Act; state
and local strategies

Description

Partial Credit Model Policy and Practice Recommendations

[2021-22 Federal Program Monitoring Instrument, May 2021](#)

Homeless Education Dispute Resolution Process, [March
2020-January 30, 2007](#)

Homeless Liaison Toolkit, [2020](#)

Education for Homeless Children and Youths Program, Non-
Regulatory Guidance, [August 2018](#)

[California Community Colleges \(https://www.cccco.edu\)](#)

California Department of Education, Homeless Children and
Youth Education

[California Interscholastic Federation
\(https://www.cifstate.org/landing/index\)](#)

[California State University \(https://www.calstate.edu\)](#)

National Center for Homeless Education at SERVE

National [Homelessness](#) Law Center -

[University of California
\(https://www.universityofcalifornia.edu\)](#)

U.S. Department of Education - Education for Homeless
Children and Youths Grants for State and Local Activities

California Child Welfare Council
[\(https://www.chhs.ca.gov/home/committees/california-
child-welfare-council\)](#)

Description

Nondiscrimination In District Programs And Activities

Equity

0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
0500	Accountability
1113	District And School Web Sites
1113	District And School Web Sites
1113-E(1)	District And School Web Sites
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1400	Relations Between Other Governmental Agencies And The Schools
3250	Transportation Fees
3250	Transportation Fees
3260	Fees And Charges
3260	Fees And Charges
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3541	Transportation Routes And Services
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4131	Staff Development
4231	Staff Development
4331	Staff Development
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy

5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5125.2	Withholding Grades, Diploma Or Transcripts
5132	Dress And Grooming
5132	Dress And Grooming
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.6	School Health Services
5141.6	School Health Services
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.6	Parental Notifications
5145.6-E(1)	Parental Notifications
5148.2	Before/After School Programs
5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6011	Academic Standards
6143	Courses Of Study
6143	Courses Of Study
6145	<u>Extracurricular and Cocurricular Activities (BP and AR)</u>
6145.2	Athletic Competition
6145.2	Athletic Competition
6146.1	High School Graduation Requirements
6146.1	High School Graduation Requirements
6146.3	Reciprocity Of Academic Credit

6146.3	Reciprocity Of Academic Credit
6159	Individualized Education Program
6159	Individualized Education Program
6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6164.2	Guidance/Counseling Services
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6174	Education For English Learners
6174	Education For English Learners
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6179	Supplemental Instruction
6190	Evaluation Of The Instructional Program

Exhibit 6173-E(1): Education For Homeless Children

Status:
ADOPTED

Original Adopted Date: 07/01/2005 | Last Revised Date: 03/01/2022 | Last Reviewed Date: 03/01/2022

**DISTRICT EXPLANATION OF DECISION
RELATED TO ELIGIBILITY, SCHOOL SELECTION, OR ENROLLMENT**

Note: The following form should be revised to reflect district practice. In its, "~~Non-Regulatory Guidance~~ Education for Homeless Children and Youths Program Non-Regulatory Guidance," the U.S. Department of Education recommends that the written statement of any decision regarding a homeless student's eligibility, school selection, or enrollment include the elements specified below. See the accompanying administrative regulation.

Instructions: The following form provides notice and explanation to a student's parent/guardian or an unaccompanied youth regarding the district's decision related to student eligibility, school selection, or enrollment.

Date: _____ Name of person completing form: _____

Title: _____ Phone number: _____

In accordance with the federal McKinney-Vento Homeless Assistance Act (42 USC 11431-11435), this notification is being provided to either:

Name of parent(s)/guardian(s): _____

Name of unaccompanied student: _____

School requested: _____

District's placement decision (name of school): _____

Description of aAction(s) proposed/refused by the district related to eligibility, school selection, or enrollment, including an explanation of why the action(s) is proposed/refused:

The district's determination regarding eligibility, school selection, or enrollment was based upon the following evidence and for the following reasons:

Other options that the district considered, if any, included the following options which were rejected for the following reasons:

Factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources, if any:

You have the right to appeal this decision to the district Superintendent. To do so, contact the district's homeless liaison listed below within the next ___(insert number of days)___ days to request a Dispute Form. You may provide written or oral/verbal documentation to support your position, and may also seek the assistance of social services, advocates, and/or service providers in the dispute process. The Superintendent or designee will review all the evidence and will notify you of the his/her decision within ___(insert number of days)___ days.

If you are not satisfied with the Superintendent's decision, you may appeal to the _____(insert county name)_____ County Office of Education (COE). If you are not satisfied with the ~~county office's~~COE's decision, you may then appeal to the California Department of Education (CDE). The district's homeless liaison can assist you with this appeal.

CONTACT INFORMATION:

District Liaison: The district liaison is one of the primary contacts between homeless families and school or district staff. The liaisonHe/she is responsible for coordinating services to ensure that homeless students enroll in school and have the opportunity to succeed academically, and mediates enrollment disputes as needed.

Name of district's homeless liaison: _____

Address: _____

Email Address: _____

Phone number: _____

County Liaison: If you appeal the district's decision to the ~~county office of education~~COE, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the ~~county office~~COE. The county liaison will review the materials and determine the eligibility, school selection, or enrollment decision within five working days of receiving the materials. He/she will and notify you of the decision.

Name of County Office of Education homeless liaison: _____

Address: _____

Email Address: _____

Phone number: _____

State Coordinator: If you appeal the ~~county office's~~COE's decision to ~~the California Department of Education~~CDE, the county homeless liaison shall forward all written documentation and related paperwork to ~~the State Homeless Coordinator~~CDE's Homeless Education Program. The state coordinator will review the district, ~~county office~~COE, and parent/guardian information and will notify you of the decision within ten working days of receiving the materials.

Name of state homeless coordinator: _____

Address: _____

Email Address: _____

Phone number: _____

RIGHTS:

Pending the final resolution of this dispute, including the period of all appeals, the student has the right to immediately enroll in the school requested and to participate fully in school activities at that school.

Exhibit 6173-E(2): Education For Homeless Children

Status:
ADOPTED

Original Adopted Date: 07/01/2005 | Last Revised Date: 03/2022 | Last Reviewed Date: 03/2022

DISPUTE FORM

Instructions: This form is to be completed by a parent/guardian or student when a dispute regarding enrollment has arisen. As an alternative to completing this form, the information on this form may be shared orally/verbally with the district's liaison for homeless students.

Date submitted: _____

Student's name: _____

Name of person completing form: _____

Relation to student: _____

Address: _____

Email address: _____

Phone number: _____

Name of school requested: _____

I wish to appeal the eligibility, school selection, or enrollment decision made by:

District liaison District Superintendent County office of education liaison

Reason for the appeal: You may include an explanation to support your appeal in this space or provide your explanation orally/verbally.

I have been provided with:

- A written explanation of the district's decision
- Contact information for the district's homeless liaison
- Contact information for the county office of education's homeless liaison
- Contact information for the state homeless coordinator
- A copy of this dispute form

Bylaw 9322: Agenda/Meeting Materials

Status: ADOPTED

Original Adopted Date: 03/01/2008 | Last Revised Date: 03/2022 | Last Reviewed Date: 03/2022

Agenda Content

Governing Board meeting agendas shall reflect the district's vision and goals and the Board's focus on student learning [and well-being](#).

CSBA NOTE: Government Code 54954.2 requires Governing Board meeting agendas to briefly describe each item to be discussed, including closed session items, and states that a brief general description of an item generally need not exceed 20 words. For information regarding the different types of meetings and meeting location requirements, [including teleconferenced meetings](#), see BB 9320 - Meetings and Notices. For agenda requirements regarding closed session agenda items, see BB 9321 - Closed Session Purposes and Agendas.

Each agenda shall state the meeting time and [locationplace](#) and shall briefly describe each [business](#) item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. However, the agenda need not provide an opportunity for public comment when the agenda item has previously been considered at an open meeting [by of](#) a committee comprised exclusively of Board members, provided that members of the public were afforded an opportunity to comment on the item, [before or during the committee's consideration of the item, at that meeting](#) and [that](#) the item has not been substantially changed since the committee considered it. (Government Code 54954.3)

The agenda for a regular Board meeting shall also provide members of the public an opportunity to provide comment on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

CSBA NOTE: Pursuant to Government Code 54957.5, the agenda for a regular meeting must include the address of the location where the public can inspect any materials that are related to an open session item and are distributed to the Board less than 72 hours before that meeting. See section below entitled "Agenda Dissemination to Members of the Public."

Each agenda for a regular meeting shall list the address designated by the Superintendent or designee for public inspection of documents related to an open session item that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

CSBA NOTE: Government Code 54954.2 requires that the agenda include information regarding how, when, and to whom a request for a disability-related accommodation or modification may be made. See BB 9320 - Meetings and Notices. The following paragraph should be modified to reflect district practice as to when and to whom such a request should be made.

The agenda shall include information regarding how, when, and to whom a request [for should be made if an individual requires](#) disability-related accommodations or modifications, including auxiliary aids and

services, may be made by an individual who requires accommodations or modifications in order to participate in the Board meeting. (Government Code 54954.2)

CSBA NOTE: The following paragraph is optional. Pursuant to Education Code 49073.2, the Board is prohibited from including in its minutes a student's directory information, as defined in Education Code 49061, or a parent/guardian's personal information, as defined in Education Code 49073.2, when the student or parent/guardian has provided the Board with a written request that such information be excluded; see BB 9324 - Minutes and Recordings. In order to notify students and parents/guardians of the right to request that such information be withheld, the Board should consider including a statement in each agenda.

Each agenda shall include a statement regarding the option for students and parents/guardians to request that directory information or personal information of the student or parent/guardian, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes. The agenda shall also state that the request must be made in writing to the secretary or clerk of the Board.

Agenda Preparation

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting.

CSBA NOTE: Education Code 35145.5 mandates that the Board adopt reasonable regulations to ensure that members of the public can place matters directly related to district business on Board meeting agendas. The following paragraph, including the timeline, should be revised to reflect district practice. Districts are free to establish their own timeline for placing an item on the agenda, taking into account staff time and resources, as long as the established timeline is a reasonable one. In *Caldwell v. Roseville Joint Union High School District*, a federal district court upheld a district bylaw requiring members of the public to submit a written request in order to place items on a meeting agenda. The case involved an alleged violation of the plaintiff's ~~had alleged that his~~ First Amendment rights ~~were violated~~ when the district did not place ~~his~~ an item on the agenda in response to ~~his~~ the plaintiff's oral request because the district disagreed with the plaintiff's religious beliefs. However, the court held that the district's bylaw requiring that requests first be made in writing was content-neutral and thus a reasonable restriction.

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

CSBA NOTE: In *Mooney v. Garcia*, a California appeals court reaffirmed the board's discretion in determining whether an agenda item is related to school district matters.

The Board president and Superintendent shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information ~~or whether the issue is covered by an existing policy or administrative regulation, and if so, respond accordingly.~~

CSBA NOTE: The following paragraph is optional and may be revised to reflect district practice.

If the Board president and Superintendent deny a request from a Board member to place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board president and Superintendent shall also decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

CSBA NOTE: The following optional paragraph is for boards that use the consent agenda or calendar to take action on matters of a routine nature for which discussion may not be necessary. It is important for such boards to limit the use of the consent agenda to noncontroversial matters and to establish rules that help ensure that any use of the consent agenda does not reduce transparency in the board's conduct of district business or result in violation of the open meeting laws. In addition, boards should be aware that, by law, certain items may not be placed on the consent agenda. For example, pursuant to Government Code 54960.2, a board's decision to approve or rescind its unconditional commitment to refrain from taking certain actions in violation of the Brown Act must be made as a separate item and not on the consent agenda. See BB 9323.2 - Actions by the Board.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item unless such item that has not been previously considered at an open meeting of a committee comprised exclusively of Board members. (Government Code 54954.3)

Any Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

Agenda Dissemination to Board Members

CSBA NOTE: The following section is optional and should be modified to reflect district practice. Pursuant to Government Code 6252.7, when the Board, in the conduct of its duties, is authorized by law to access any writing of the Board or district, including agenda and supporting documents, the district is prohibited from discriminating between or among Board members as to when and which writing records will be made available.

CSBA's GAMUT Meetings, an electronic board meeting agenda service for use by districts, county offices of education, and the public allows development of and access to Board meeting agendas, supporting documents, and minutes from any computer that has Internet access. Further information can be found on CSBA's web site.

At least 72 hours before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet, including the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, and others; and other available supporting documents pertinent to the meeting.

When special meetings are called, Board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. (Government Code 54956)

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

Agenda Dissemination to Members of the Public

Any agenda and related materials distributed to the Board shall be made available to the public upon request without delay. Only those documents which are disclosable public records under the Public Records Act (PRA) and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public. (Government Code 54957.5)

CSBA NOTE: Pursuant to Government Code 54954.2, the agenda for a regular meeting of the Board must be posted at least 72 hours prior to the meeting on the district's web site, if it has one, and at a location that is freely accessible to the public. The Attorney General has determined in 78 Ops.Cal.Atty.Gen. 327 (1995) that weekend hours may be counted as part of the 72-hour period for posting of the agenda prior to a regular meeting. In the same opinion, the Attorney General found that the term "freely accessible" requires that the agenda be posted in a location where it can be read by the public at any time, including evening hours, during the 72 hours immediately preceding the meeting. Also see BB 9320 - Meetings and Notices.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

CSBA NOTE: Government Code 54954.2 requires that the agenda for any meeting occurring on or after January 1, 2019, be posted on the homepage of the district web site, if it has one, in accordance with law. Districts that use an integrated agenda management platform, such as CSBA's GAMUT Meetings, may provide a direct link on the homepage of the district's web site to access agendas posted on the platform. Pursuant to Government Code 54954.2, the link must not be solely accessible through a contextual menu, and the agenda must be posted in a format which is retrievable, downloadable, indexable, electronically searchable by commonly used Internet search applications, available to the public free of charge, and without any restriction that would impede the reuse or redistribution of the agenda.

The Attorney General has opined in (99 Ops. Cal. Atty. Gen. 11 (2016)) that the Brown Act regular meeting online agenda posting provision contained within Government Code 54954.2 is not necessarily violated when a local agency's web site experiences technical difficulties that cause the agenda to become inaccessible to the public for a portion of the 72 hours that precede the scheduled meeting. If the local agency has otherwise substantially complied with the Brown Act agenda posting requirements, the legislative body may lawfully hold its regular meeting as scheduled.

In addition, the Superintendent or designee shall post the agenda on the homepage of the district web site. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the district's agenda management platform in accordance with Government Code 54954.2. When the district utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the web site with the district's agendas, and the current agenda shall be the first available. (Government Code 54954.2)

If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all

or a majority of the Board. (Government Code 54957.5)

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

CSBA NOTE: The following paragraph is for districts that have a web site and should be deleted by districts that do not have a web site. Pursuant to Government Code 54954.1, as amended by SB 274 (Ch. 763, Statutes of 2021), any district with a web site is required to email a copy of, or a web site link to, the agenda or a copy of all the documents constituting the agenda packet if a person requests that such items be delivered by email, as specified below.

The Superintendent or designee shall email a copy of, or a web site link to, the agenda or a copy of all the documents constituting the agenda packet to any person who requests such items to be delivered by email. If the Superintendent or designee determines that it is technologically infeasible to do so, a copy of the agenda or a web site link to the agenda and a copy of all other documents constituting the agenda packet shall be sent to the person who has made the request in accordance with mailing requirements specified in law. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

CSBA NOTE: The following optional paragraph is for use by districts that charge a fee for mailing the agenda or agenda packet. Government Code 54954.1 authorizes districts to charge a fee for mailing the agenda or agenda packet as long as the fee does not exceed the cost of providing the service. Pursuant to Government Code 54957.5, a surcharge may not be imposed for providing the agenda and other public record documents in alternative formats to persons with disabilities.

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Any document prepared by the district or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the [Public Records Act-PRA](#). (Government Code 54957.5)

CSBA NOTE: Pursuant to Government Code 54954.1, upon request, the agenda and supporting documentation must be made available in appropriate alternative formats to persons with a disability, as required under the Americans with Disabilities Act (42 USC 12132). Examples of alternative formats, also referred to as "auxiliary aids and services," are listed in 28 CFR 36.303 and include accessible electronic and information technology, audio recordings, or Braille materials.

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 35144	Special meeting
Ed. Code 35145	Public meetings
Ed. Code 49061	Student records; definitions
Ed. Code 49073.2	Meeting minutes; directory or personal information
Gov. Code 53635.7	Separate item of business for borrowing of \$100,000 or more
Gov. Code 54954.1	Request for copy of agenda or agenda packet by member of public Mailed notice to property owners
Gov. Code 54954.2	Agenda posting requirements, board actions
Gov. Code 54954.3	Opportunity for public to address legislative body
Gov. Code 54954.5	Closed session item descriptions
Gov. Code 54956.5	Emergency meetings
Gov. Code 54957.5	Public records
Gov. Code 54960.2	Challenging board actions; cease and desist
Gov. Code 6250-6270	California Public Records Act
Gov. Code 95000-9500429	California Early Intervention Services Act
Federal	Description
28 CFR 35.160	Effective communications
28 CFR 36.303	Auxiliary aids and services
42 USC 12101-12213	Americans with Disabilities Act
Management Resources	Description
Attorney General Opinion	99 Ops. Cal. Atty. Gen. 11 (2016)
Attorney General Opinion	78 Ops. Cal. Atty. Gen. 327 (1995)
Attorney General Publication	The Brown Act: Open Meetings for Legislative Bodies, rev. 2003
Court Decision	Caldwell v. Roseville Joint Union High School District, (2007) U.S. Dist. LEXIS 66318
Court Decision	Mooney v. Garcia, (2012) 207 Cal.App.4th 229
CSBA Publication	Call to Order: A Blueprint for Great Board Meetings, 20185
CSBA Publication	The Brown Act: School Boards and Open Meeting Laws, rev. 20194
Website	CSBA (https://www.csba.org/gamut)
Website	California Attorney General's Office

Cross References

Code	Description
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0000	Vision
0200	Goals For The School District
0410	Nondiscrimination In District Programs And Activities
1100	Communication With The Public
1112	Media Relations
1113	District And School Web Sites
1113	District And School Web Sites
1113-E(1)	District And School Web Sites
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.2-E(1)	Complaints Concerning Instructional Materials
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
2210	Administrative Discretion Regarding Board Policy
3100	Budget
3100	Budget
3312	Contracts
3320	Claims And Actions Against The District
3320	Claims And Actions Against The District
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
4312.1	Contracts

5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
9012	Board Member Electronic Communications
9121	President
9122	Secretary
9130	Board Committees
9150	Student Board Members
9200	Limits Of Board Member Authority
9310	Board Policies
9320	Meetings And Notices
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9321	Closed Session
9323	Meeting Conduct
9323.2-E(1)	Actions By The Board
9323.2-E(2)	Actions By The Board
9323.2	Actions By The Board
<u>9324</u>	<u>Minutes and Recordings (BB)</u>

2022 CWUSD SURPLUS LIST

2 Piles of Snow Chains - Rusty

Misc Bus/Parts Rims - Rusty

Old Motor/ or small compressor – Rusty – No info

Refrigerator – Bad – No Info

1979 Ford Van White – Broke into – VIN# E21BHOC6506, Mileage +149348, License E19574

Metal Backboard / Sign? – Behind Building

Turf Vac – Bad condition -

FG20 Fork Lift – Bad Condition – Kamatsu – Model FG20-6, Serial # 11106, approx. 607 hours,

International Tractor Mower – Bad Condition - #23570

Jacobsen Hydro Mower - Bad

1969 Ford P/up Green w/ toolbox - VIN# F10ARF15178, License E689256. Mileage +164,341

Box scraper (Yellow) - Ford

Howard Rotavator

3 seats from brown van

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Cottonwood Union School District	Doug Geren Superintendent	dgeren@cwusd.com 530-347-3165

Introduction

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

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

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

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

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

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest) -

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest) -

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest) -

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

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

Optional Narrative (Limited to 1,500 characters)

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

Due to COVID, we were limited in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing) We were often times short on staff and used existing staff to cover for absences. Additionally, outside presenters were not allowed on campus and staff were discouraged from meeting in-person due to social distancing protocols. Academic Coaches were used to cover classes where needed and therefore classroom walkthroughs were limited.

Support was provided for interns, student teachers with induction, and teachers as needs were identified from working during COVID.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

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

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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

We have many opportunities throughout the year to build relationships with families. Due to COVID, we have not had the opportunities for in-person family events. We have many platforms for our families and staff to regularly communicate, share, inform and meet. This said, our presence on social media and our newly launched website has been successful. In addition, we have implemented SEL that includes communication to parents so that they know what the focus for their child is each month. Our parent surveys indicate that parents are happy with their opportunities to communicate with school personnel, even during COVID.

Moving forward, we plan to reengage our families and host in-person gatherings that support instruction and expand on extra curricular activities.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, we have a focus area of communicating academic progress, as well as, future school family engagement events.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Building relationships with our underrepresented families has been a focus for our school staff. We go out of our way to reach out to our underrepresented families by providing free after school care (with a sliding scale), breakfast and lunch, academic supports, interventions, Attendance Coordinator that connects families to local resources, and reading/math labs.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

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

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

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

We have a rich history in building partnerships for better student outcomes. Using data and input from our educational partners, they have indicated that our staff provides the necessary support and feedback for their students. Staff have provided additional tutoring, interventions and acceleration based on the students' needs. We have partnered with the After School Program to support our students both in school and within the community. At our monthly board meetings, we also recognize support staff, teachers, students and families. With the exception of the past two years with COVID, parent engagement nights are held throughout the year; Back to School Night, the Christmas Program, and Open House are just some examples. Additionally, our Parent Club continues provide support for our students and the schools. Professional development is provided to our staff based on identified needs. Finally, a Chronic Absenteeism Coordinator position was added to connect with our most at-risk students and families. These resources and services have improved student outcomes. These partnerships create a positive climate for our students and their families. They truly feel supported within our small community. When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and even transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and student outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

We meet regularly with our School Site Council to review student outcome data and set goals/actions based on identified needs. Parent conferences are held annually and progress reports are sent to parents to inform them of their student's progress. We have additional parent conferences when needed. Annual surveys are distributed in the spring to inform our district and school plans. Although we communicate in a multitude of ways (newsletters, social media, emails, one-on-one phone calls, meetings, surveys, website, school app, auto dialers, text), educational partners stress the need to improve communication, student attendance and additional support for students. We added a new website and school app to make it easier to communicate and connect families.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Based on our local data and input from our educational partners, the district will improve engagement of underrepresented families using our Chronic Absenteeism Coordinator. The Coordinator connects our at-risk families to local community resources and sets individual goals with students. Additionally, our school teachers and support staff consistently reach out to our families both virtually and in-person. Staff meet regularly to review data and adjust instruction and target students based on the data. Interventions and additional support like summer school, tutoring, and small group instruction are just some of the strategies used to support student outcomes. We have also added a part-time assistant superintendent to assist with plan development and state/federal guidance, COVID substitutes to fill in where needed, two counselors, Special Education staff, a school psychologist, two speech teachers, two intervention teachers, two home school teachers, and support staff positions throughout the district.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

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

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

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

We are a tight-knit community that supports families and the whole child. We strive to ensure that all students meet or exceed grade level standards as well as develop self-worth and social responsibility within a safe, healthy, and nurturing school environment. We regularly seek input from our educational partners through School Site Council, staff meetings, and surveys. These committees provide the opportunity to include our educational partners with the decision making process to improve student outcomes and overall school climate. Data and goals are set based on identified needs. Surveys are completed annually to ensure we receive feedback from students, staff and parents in order to improve our overall school programs.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Using educational partner survey data and input from our decision making bodies, we will continue to provide weekly outreach phone messages, one-on-one meetings, school app, emails and monthly newsletter to engage all families. We will continue to offer brief surveys as a focus area of improvement in order to seek input for decision making. The surveys provide us with a quick way to receive input and gauge our educational partner interests, concerns, challenges and our successes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

We strive to reach our most underrepresented families by seeking input through a variety of ways: surveys, incentives, parent engagement nights, resource connections, School Site Council, attendance meetings, LCAP Committee meetings, meetings with the principals, meetings with the teachers and support staff, community events, parent conferences, Back to School Night, Open House Night, IEP meetings, family engagement nights, etc.

School Climate (LCFF Priority 6)

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

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

1. DATA:

Parents indicated the need to return to school full time. A small percentage wanted to continue the Independent Study Program. Parents were pleased with the overall experience this year considering all of the COVID restrictions and requirements from the CDC. Parents and staff would like to see masks eliminated next year and interventions return. Students agreed that they felt safe and were happy with their overall education. The students would like to

see the return of electives and a normal school year. Students at West Cottonwood Jr. High overwhelmingly stated that they like school because of their friends, teachers, and sports. Students at West Cottonwood Jr. High would like the following improved: the dress code, writing, sitting with friends at lunch instead of a designated spot, how students treat one another, favoritism by staff members for certain students, the quality of school lunches, gender equality, more electives and field trips, disciplinary system, reduce bullying, tutoring for struggling students, sinks in the bathroom, water fountains and access to bathrooms.

Many parents at West Cottonwood expressed the following strengths: communication between staff and parents, students feel loved and safe at school, the school provides a rigorous program, teachers reach out to parents when there are concerns about their students, and overall school climate is positive. West Cottonwood parents would like to see a GATE type program or self selected project hour, summer school, more counseling for students to understand that their lack of interest in school now hurts them for future opportunities, bring back the parent engagement and student extra events/field trips to exciting places, less homework, communication between staff and parents, consistency in the science department. Parents overwhelmingly preferred to receive notifications and messages from the school via texts.

Staff feedback summary:

Overall teachers appreciate:

the support they receive from admin when dealing with challenging students,
intervention program but especially SIPPS,
small class sizes,
resources to do their work,
the return of schoolwide events (Mr. Brown, Pi Day, Ninja Gym, etc.),
DNA test prep
Curriculum coach, counselor, and vice principal support
Teacher appreciation week

Staff would like to see the following improvements:

Chromebook, walkie-talkies and headphones updated and replace,
more professional development,
more personalized communication from admin,
evaluations in a consistent and timely manner,
admin more present in their classrooms,
Implement a strong math intervention program,
Trimester visit from the superintendent,
reduction of study hall minutes,
consistency in grading practices at the middle school,
Safety drills provided in unstructured times,
Timely communication from admin on events and meetings,
SDC push in instead of pull out,
Admin attend PLC meetings,
Teacher placement for the following school year is transparent and timely.

2. Using our local survey data, we learned that the staff, students and parents believe we have the following strengths:

Continued learning during the pandemic with a continued focus on academics.
Counselors were added to both school sites
A vice-principal was added to North Cottonwood
School staff deeply care about the students and their progress
Students and parents believe their students feel safe at school
We have foreign language at the middle school unlike many of the middle schools in Shasta county
Intervention program
Academic coaches to support learning
Independent Study program
Teaching staff and support staff that are dedicated to ensuring students make progress

Using our local survey data, we learned that the staff, students and parents believe we need to improve the following:

Reengage parents for volunteering and reimplementing family engagement events
Implement all school functions that we facilitated prior to the pandemic
Increase social emotional learning
Reinstate interventions and refine the interventions at West Cottonwood
Return electives
Students would like to sit with their friends at lunch again instead of assigned seating due to COVID restrictions

3. We have not added a lot to the LCAP. Instead, we are focused on reinstating many of the programs or protocols that we had to modify due to COVID. We will refine our school systems based on the staff, student, and parent feedback results.

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

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

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

1. Our students have access to a broad course of study. We have identified and currently utilize several tools to articulate the expected school wide learner outcomes for students. In connection and alignment with California State Standards and frameworks, we have created and implemented a curriculum guide that outlines the specific content areas to be addressed. Additionally, teachers use pacing guides and an assessment calendar to ensure the curriculum is implemented. A master schedule is designed to include all of the required subjects and electives. Further, we employ several local and state assessment tools in order to measure progress towards meeting these articulated outcomes. These diagnostic assessments measure progress and provide the data necessary to uncover areas of need and drive appropriate instruction and interventions.

2. All students have access to the following program components:

Comprehensive academic and social skills development using curriculum aligned to the California State Standards
Highly effective California State Credentialed certified teachers

Low student-to-teacher ratios

Quality supplemental learning materials aligned to the state frameworks and standards

Technology based programs for all grade levels, including foreign language program

Assessments aligned to state standards to monitor progress for reading and math

Curriculum Level Lead Teachers at each campus

Professional Learning Communities to analyze data and target students based on need

Full implementation of Response to Intervention (RTI) model with academic intervention programs

PBIS Practices and Behaviorist to support appropriate school behavior

Visual and performing arts are embedded within the curriculum in the elementary schools and is offered as an elective in the middle school

After School Clubs are offered at the middle school level-Dance, performance clubs, and other as they become an interest

Foreign language is offered as an elective at the middle school

PE is implemented at both the elementary and middle school level

3. Providing quality a Foreign Language Program continues to be a challenge as we don't always have the staff with the knowledge to implement a consistent program.

4. We constantly revise our middle school electives to keep our student's interests. Teachers bring different qualifications and interests to our electives.

/Cottonwood Union School District

ENROLLMENT UPDATE

Current Enrollment as of 6/23/2022											
School	As of 6/23/22	As of 05/12/22	As of 04/14/22	As of 03/10/22	As of 02/10/22	As of 01/14/22	As of 12/09/21	As of 11/10/21	As of 10/14/21	As of 9/16/21	Difference 9/16 to Current +/-
North	509	526	519	515	515	520	520	522	525	530	-4
West	375	379	376	375	377	384	385	384	391	393	-14
Total District	884	905	895	890	892	904	905	906	916	923	-18
CCCS	246	246	245	248	248	253	254	254	254	252	-6

CBEDS Enrollment (First Wednesday of October)					
District	17/18	18/19	19/20	20/21	21/22
Total	940	932	943	948	918

ATTENDANCE UPDATE

Five year P-2 Historical Data (average daily attendance over 8 months)				
17/18	18/19	19/20	20/21	21/22
890.86	888.28	896.99	879.89	825.15

