



BOARD MEETING OF TRUSTEES AGENDA
Topic: 06 -23-2022 Board Meeting
Time: 05:30 PM Pacific Time (US and Canada)
Place: LUSD - Room 8 Computer Lab

1.0 OPEN SESSION:

- 1.1 Pledge of Allegiance
- 1.2 Roll Call

2.0 CONSENT CALENDAR:

- 2.1 Approval of the Board Minutes from 6.09.2022
- 2.2 Approval of CS1 & CS2 Authorization

3.0 PUBLIC COMMENT:

3.1 Comments are limited to three minutes per speaker and the total conversation about any topic shall be limited to 20 minutes per board regulation.

4.0 INFORMATIONAL ITEMS:

- 4.1 Board members receiving budgeting workshops from Corey Weber.
- 4.2 CSBA Brown Act updated information.

5.0 ACTION ITEMS:

- 5.1 Possible approval of LCAP
- 5.2 Possible approval of 22/23 annual budget
- 5.3 Possible approval of Education Protection Account Resolution
- 5.4 Possible approval of the Resolution for Transfer from Special Reserve
- 5.5 Possible approval of hiring Community School Coordinator -
Candidate - Jennifer Fairbanks
- 5.6 Possible approval of ASES MOU

5.7 Request for approval of CTA reporting monthly to the board.

6.0 CLOSED SESSION:

7.0 OPEN SESSION: (Actions made in closed session must be announced)

8.0 ANNOUNCEMENTS:

9.0 FUTURE AGENDA ITEMS : Next Meeting will be held July 14, 2022 @
5:30

10.0 ADJOURNMENT:



BOARD MEETING OF TRUSTEES AGENDA

Topic: 06-09-2022 Board Meeting

Time: 05:30 PM Pacific Time (US and Canada)

Place: LUSD - Room 8 Computer Lab

1.0 OPEN SESSION:

1.1 Pledge of Allegiance

1.2 Roll Call JS, CP, CB, BJ, GS

2.0 CONSENT CALENDAR:

2.1 Approval of the Board Minutes from 5.12.2022 Motion to approve CP, 2nd JS Charmin Bailey abstained, 4 Aye motion carried

2.1.b Approval of the Board Minutes from 5.14.2022 Motion to approve CP, 2nd JS Charmin Bailey abstained, 4 Aye motion carried

3.0 PUBLIC COMMENT:

3.1 Comments are limited to three minutes per speaker and the total conversation about any topic shall be limited to 20 minutes per board regulation.

Joe Rivera is interested in becoming a board member at Loleta Union School District. Joe is a community member and Bear River Tribal Employee. He has helped at Loleta Union in the past.

4.0 INFORMATIONAL ITEMS:

4.1 Presentation by HCOE, Assistant Superintendent, Colby Smart regarding the HCOE Interdistrict Agreement - Place on July board meeting or before December.

4.2 Superintendent's Report - Verbal from Christine Frazier

4.3 Enrollment Report - Have a enrollment report monthly

5.0 ACTION ITEMS:

5.1 Possible approval of Superintendent/Principal Contract -
Motion to approve contract CB , 2nd GS - Motion carried
Unanimous - Contract Signed

5.2 Third Reading and Possible approval of Board Policies and
Administrative Regulations related to our Comprehensive School
Safety Plan:

BP 5141.4, AR5141.4,	Child Abuse prevention, Reporting
BP 5144.1, AR5144.1,	Suspension/Expulsion Due Process
BP 4158, AR4158,	Employee Security
BP 0410,	Nondiscrimination Dist Prog/Activities
BP 5145.3, AR 5145.3,	Nondiscrimination/Harassment
BP 5142.2, AR 5142.2,	Safe Routes to School Program
BP 5144, AR5144,	Discipline
BP 5131	Conduct
BP 5131.2	Bullying

Motion to approve all board policies JS, CB 2nd - Motion to
pass all board policies unanimous

5.3 Public hearing regarding the 22/23 annual budget Corey Weber
explained the budget. Negative cash for Sept, Oct, Nov. County
approved temporary loans for cash during those months.

Public hearing closed at 6:45pm

5.4 Possible approval of the 2020/2021 Audit Corrective Action Plan

Motion to approve GS, 2nd CB motion carried unanimously

5.5 Possible approval of School Calendar 2022/2023

Motion to approve the calendar GS, JS 2nd - Motion carried
unanimously

5.6 Possible approval of Auditor Contract - Motion to approve GS,
2nd JS motion to approve unanimously

5.7 Possible acceptance of Community School Grant - Motion to
approve GS 2nd CP Motion approved unanimously

5.8 Possible approval of Community School Grant positions and Job Descriptions; Community School Coordinator, Community School Assistant

Add fingerprinting, CDL to the assistant

Motion to approve carried with the two changes on the job description, to add the coordinator and assistant salary range for grant funding.

Motion to approve CB, 2nd GS Motion to approve carried unanimously

5.9 Public hearing on 22/23 Local Control Accountability Plan (LCAP) Motion to move 5.9 to 5.3 GS, CB 2nd Motion Carried Unanimous - Has to be approved before the budget per law. Jen met with CTA, CSEA and Staff regarding the LCAP, all staff agreed with the LCAP

Closed the public hearing on LCAP, BJ motioned and closed the hearing.

5.10 Possible reaffirmation of Superintendent accepting resignations Motion to approve GS, 2nd CB Motion carried unanimously

5.11 Possible approval to appoint a qualified candidate to fill the recent board vacancy for the duration of that term.

Motion to approve GS, 2nd CB Motion Carried unanimously accept JS

5.12 Possible approval of closure of Intensive Support classroom due to lack of a special education credentialed teacher and low enrollment

Motion to approve the closure of the class, GS motioned, 2nd JS. Motion carried unanimously

5/13 Possible approval of a July 14 board meeting'

Motion to GS, CP 2nd Motion carried 4 aye, JS abstained

6.0 CLOSED SESSION: 7:35pm

6.1 All items discussed or acted upon in closed session are in accordance with Gov. Code Section 54957 (Code provided) - Personnel

7.0 OPEN SESSION: (Actions made in closed session must be announced)

8.0 ANNOUNCEMENTS:

9.0 FUTURE AGENDA ITEMS: Next Meeting will be held June 23 5:30

10.0 ADJOURNMENT: 8:15pm

June 2, 2022

MEMORANDUM

TO: District Superintendents and Business Managers

FROM: Angela West, Director of Fiscal Services

SUBJECT: **WARRANT DISTRIBUTION AUTHORIZATION FORM CS-1
AND CERTIFICATION FORM CS-7 FOR THE 2022-2023 SCHOOL YEAR**

Attached are two forms for your completion. The WARRANT DISTRIBUTION AUTHORIZATION FORM (CS-1) serves to identify the person or persons in your district who are authorized to pick up payroll checks when ready for distribution by this office and notifies the Business Office of the method of directing your commercial checks. Postage costs for mailing checks to the district (both payroll and commercial) are fully reimbursable to HCOE.

The CERTIFICATION FORM (CS-7) serves as official notification as to the person or persons who are authorized to sign commercial check orders and payroll check orders for the 2022-2023 school year as agents of the board. Education Code section 42632 is listed below for your information. An **original** signature of the authorized person(s) listed is required as well as **every** board member. **(Note: PLEASE PRINT OR TYPE EACH NAME UNDERNEATH THEIR SIGNATURE)**

“Each order drawn on the funds of the school district shall be signed by at least a majority of the members of the governing board of the district, or by a person or persons authorized by the governing board to sign orders in its name. No person other than an officer or employee of the district shall be authorized to sign orders.”

Please complete these forms and return them by June 30 to Joe Cherry in the Business Office or Monica Francis in the Payroll Office. Without exception, these forms must be submitted before any commercial or payroll checks may be issued or released to a district after June 30, 2022.

Revised forms should be submitted any time during the year when there is a change in authorized personnel. These forms are available at hcoe.org through the HCOE::NET Forms Room under “Business”. Please contact Rachel Damme at 445-7059, if you have any questions.

AW:cm

Attachments

c: Rachel Damme

AUTHORIZATION FOR FISCAL YEAR: _____

CS-1

DATE: _____, 20 ____ **SCHOOL DISTRICT** _____

WARRANT DISTRIBUTION AUTHORIZATION

Please complete and return to Humboldt County Office of Education's Business Office.

Please check appropriate box(es).

PAYROLL

☐ Will pick up when ready

Names of persons authorized to pick up payroll warrants:

Please list an after hours emergency number: _____

☐ Mail all payroll to: *Individual's Name* _____
(Postage cost to be reimbursed to HCOE)

☐ Other (specify) _____

COMMERCIAL WARRANTS

☐ Will pick up when ready

Please list emergency number: _____

☐ Courier

☐ Mail all APY warrants to: *Individual's Name* _____
(Postage cost to be reimbursed to HCOE)

☐ Mail all VOL DED warrants to: *Individual's Name* _____
(Postage cost to be reimbursed to HCOE)

☐ Other (specify) _____

DISTRICT AUTHORIZATION

Superintendent or Trustee _____

Return to HCOE Business Office

AUTHORIZATION FOR FISCAL YEAR: _____

CS-7

DATE: _____, 20____ SCHOOL DISTRICT _____

CERTIFICATION

This is to certify that the Board of Trustees of the above stated School District passed the following motion at its _____, 20__ meeting authorizing the following to sign commercial warrants and payroll payment orders as agent of the Board.

“It was moved by _____

and seconded by _____

that _____

Be authorized to sign commercial warrants and payroll payment orders as agent of the Board

of trustees of the _____ School District.

Ayes (Members’ Names): _____

Noes (Members’ Names): _____

Motion Carried.”

Authorized Signatures:

Board of Trustees Signatures:

(signed) Clerk, Board of Trustees

05/17/BUS/forms/CS-7

Humboldt - Del Norte SELPA and LEA Local Control Accountability Plan (LCAP) Consultation Procedures *Revised May 2022 (2022-23 school year)*

According to changes in Education Code Section 52062 (a)(5), effective July 1, 2020:

“The superintendent of the school district shall consult with its special education local plan area administrator or administrators to determine that specific actions for individuals with exceptional needs are included in the local control and accountability plan or annual update to the local control and accountability plan, and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.”

The Humboldt Office of Education (HCOE), Del Norte County Office of Education (DNCOE) and Humboldt - Del Norte SELPA will collaborate

1. Ensure that the team who works to review LCAP plans for approval are utilizing a uniform review process that includes close review of the inclusion of students with disabilities throughout the plan.
1. Each LEA and/or HCOE/DNCOE shall provide access to their draft LCAP to the Humboldt - Del Norte SELPA for review.
1. The SELPA will attend HCOE/DNCOE LCAP instruction and write office hours as needed to provide guidance and support in meeting the needs of students with disabilities.
1. The SELPA will work with the Sig Dis and DA teams related to improvement toward meeting LCAP goals.

Humboldt - Del Norte SELPA and LEA Local Control Accountability Plan (LCAP) Consultation Interview

Humboldt - Del Norte SELPA will collaborate with each LEA surrounding how their LCAP provides intentionally for students with disabilities as a student group as appropriate to dashboard indicators and special education state indicators. Each LEA should be prepared to discuss how their LCAP aligns with their own compliance history for overlapping indicator and priority areas.

The questions below will be used as a template to guide these discussions and review. Evidence of the consultation will be kept on file at the Humboldt - Del Norte SELPA office per required by Ed Code.

Please include a reference to where in the LCAP your answers can be found

Basic Services

How do you ensure that **students with disabilities** have access to:

- a. fully credentialed teachers
- a. standards-aligned instructional materials (e.g. textbook adoption counts, appropriate intervention materials); and
- b. appropriate school facilities that are maintained?

ANSWER:

Loleta Elementary School's teachers have an appropriate credential for the classroom setting that they are teaching in. Loleta Elementary School has adopted state standards aligned instructional materials for ELA, Math, Social Studies and Science. We have a repository of curriculum available for kindergarten through 8th grade. Special education teachers and general education teachers collaborate to create special education goals that align with state standards and can be supported with adopted curriculum.

Loleta Elementary School employs a maintenance crew of one individual that will maintain school grounds including for students with disabilities that may use a bathroom that accommodates their needs.

Williams Act notification and complaint forms are available in the office and each classroom in both English and Spanish should an individual have concerns about the above named requirements.

State Standards

Explain how general and special educators implement programs and services that enable **students with disabilities** to access the state academic content standards, including the preschool learning foundation and the English Language Development (ELD) standards.

ANSWER:

Parental Engagement

How have you provided parents (and students) a voice for students with disabilities in the development of the LCAP?

How do you encourage parents of **students with disabilities** to become involved in school planning and decision-making?

How are your LEA's parents, students, and families included in developing LEA and school site strategies?

ANSWER:

Parents of students with disabilities are invited to attend LCAP listening and input sessions in addition to sessions offered to the English Language Advisory Committee (ELAC), Parent and Community Advisory Committee, and school board meetings and school based events including Back to School Night, parent conferences, etc. The California Healthy Kids Survey is administered bi-annually to families with results presented to the school board and community stakeholders. On off years- surveys are provided to parents and students and information is provided to stakeholders.

Student Achievement

Explain how you are working to improve academic outcomes, increase college/career readiness, and support **students with disabilities**.

ANSWER:

Academic outcomes are a focus for students with disabilities at Loleta Elementary School. Special education staff work closely with general education teachers to provide meaningful educational opportunities to students with disabilities in the least restrictive environment. Students with disabilities are provided with educational opportunities including extra curricular activities, field trips, and electives as are their non-disabled peers. Academic IEP goals seek to support students in meeting state standards and to make meaningful educational progress.

Student Engagement

In what ways are you supporting student engagement and motivation for school by addressing absenteeism, dropout, and graduation rates

ANSWER:

Loleta Elementary School utilizes a Student Support Team (SST) including Student Support Service coordinators, school counselor, and a Community School Coordinator and Assistant to provide Tier 2 and 3 interventions for students who experience absenteeism and are at risk to drop out. Behaviorist services will be contracted through Humboldt Del Norte Selpa as needed. In addition, the LES SST works collaboratively with the Wiyot Tribe, Bear River Rancheria, Loleta Family Resource Center, and Humboldt County Mental Health. Socio-emotional learning is implemented in a Multi-Tier System of Supports model to help support student resilience and skills.

School Climate

How does your LEA model practice for building a positive school climate to meet the cognitive, social, emotional, and physical needs of each **student with disabilities**. Factors include suspension and expulsion rates, and surveys on school safety and connectedness.

ANSWER:

School connectedness and belonging has been a focus of Loleta Elementary School for the past four years with implementation of morning greetings and meetings to support students in feeling welcomed and supported at school. This has been particularly focused for students with disabilities experiencing mental health and behavioral disorders.

Restorative practices have been implemented over the last 4 years with a focus on reducing suspensions and utilizing alternatives to suspension and other means of correction.

Loleta Elementary School administers the annual California Healthy Kids Survey to obtain input from students and staff.

Course Access

How does your LEA ensure that all **students with disabilities** receive instruction aligned with the California state content standards and curriculum frameworks as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements?

ANSWER:

Loleta Elementary School has adopted state standards aligned instructional materials for ELA, Math, Social Studies and Science. We have a repository of curriculum available for kindergarten through 8th grade. Special education teachers and general education teachers collaborate to create special education goals that align with state standards and can be supported with adopted curriculum. In addition, special education teachers work with credentialed teachers to develop meaningful academic goals and support students with accommodations in the classroom to support their educational progress.

**Humboldt - Del Norte SELPA and LEA Local Control
Accountability Plan (LCAP) Consultation Certification**

This is to certify that the Humboldt - Del Norte SELPA and the undersigned LEA have engaged in meaningful consultation as required by Education Code 52062 (a)(5).

Consultation Certification:

Access to the Local Control Accountability Plan (LCAP) provided to the SELPA:

Date

Local control and accountability plan consultation occurred:

Date

Local Education Agency

Humboldt - Del Norte SELPA

Printed Name

Printed Name

Signature

Signature

LCFF Budget Overview for Parents

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

CDS Code: 12629270000000

School Year: 2022-23

LEA contact information:

Jennifer Fairbanks

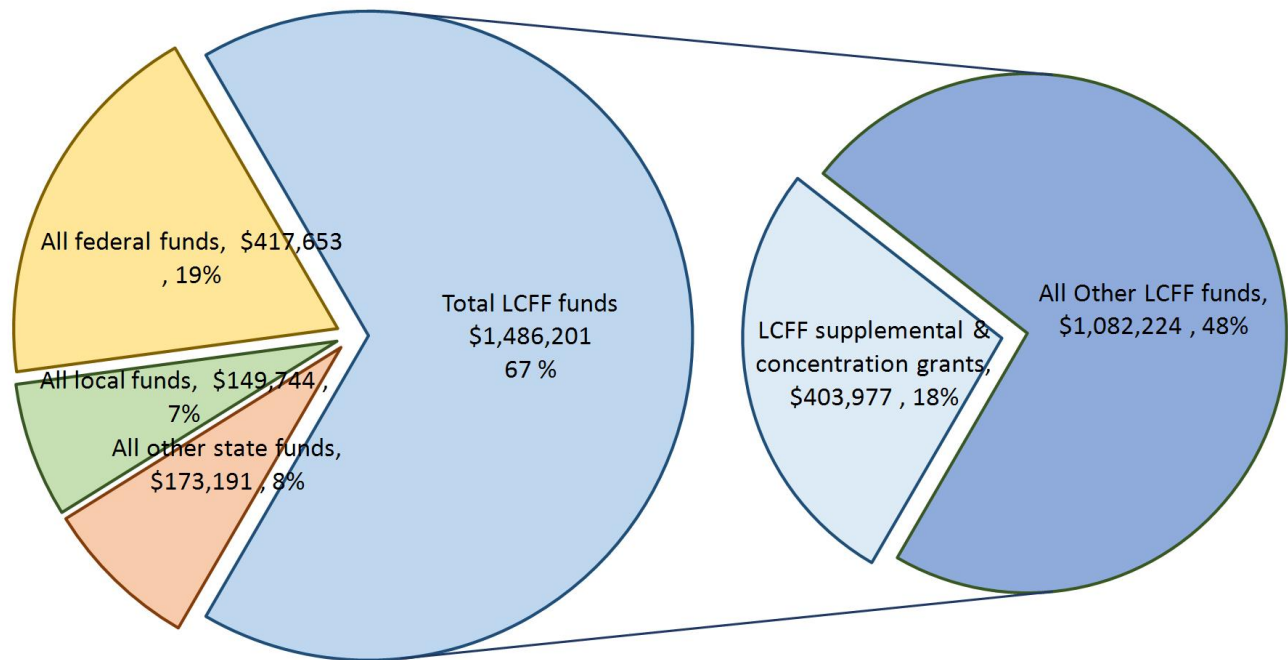
Interim Principal

7077335705 X100

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



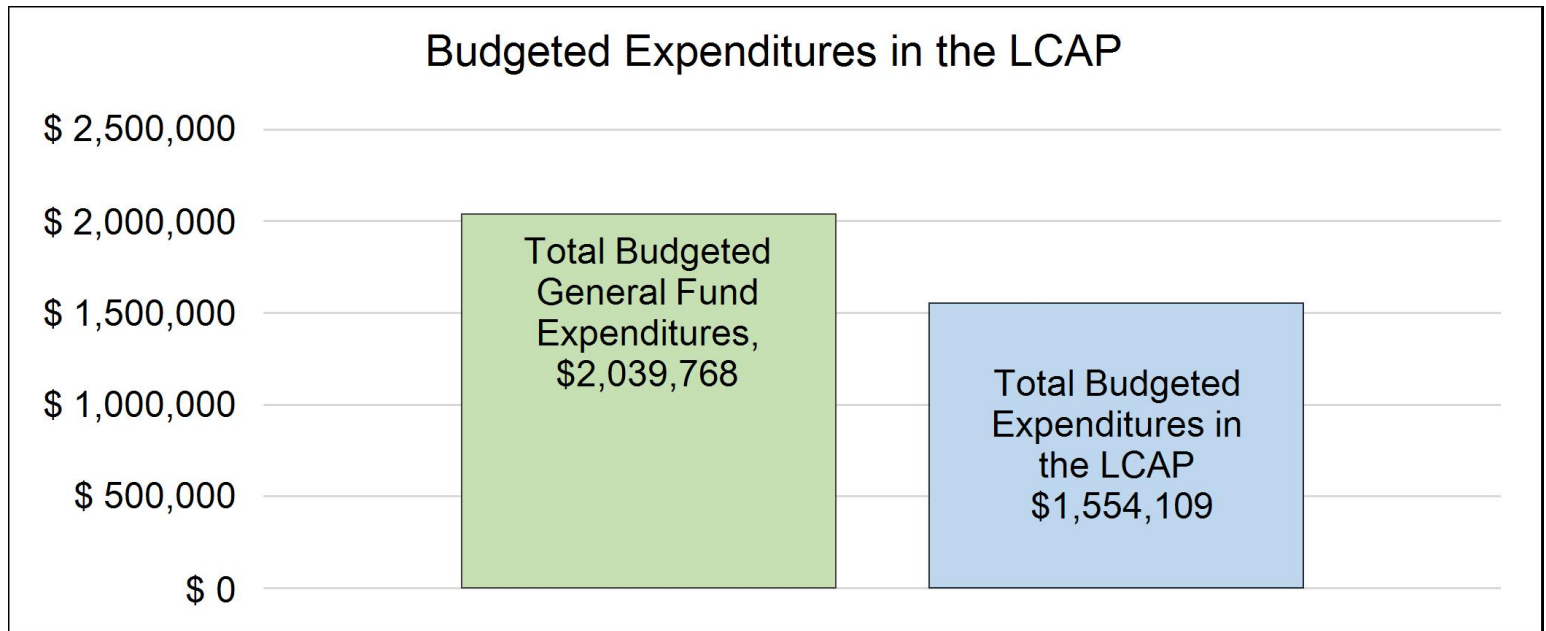
This chart shows the total general purpose revenue Loleta Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Loleta Union Elementary School District is \$2,226,789, of which \$1,486,201 is Local Control Funding Formula (LCFF), \$173,191 is other

state funds, \$149,744 is local funds, and \$417,653 is federal funds. Of the \$1,486,201 in LCFF Funds, \$403,977 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 Loleta Union Elementary 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.

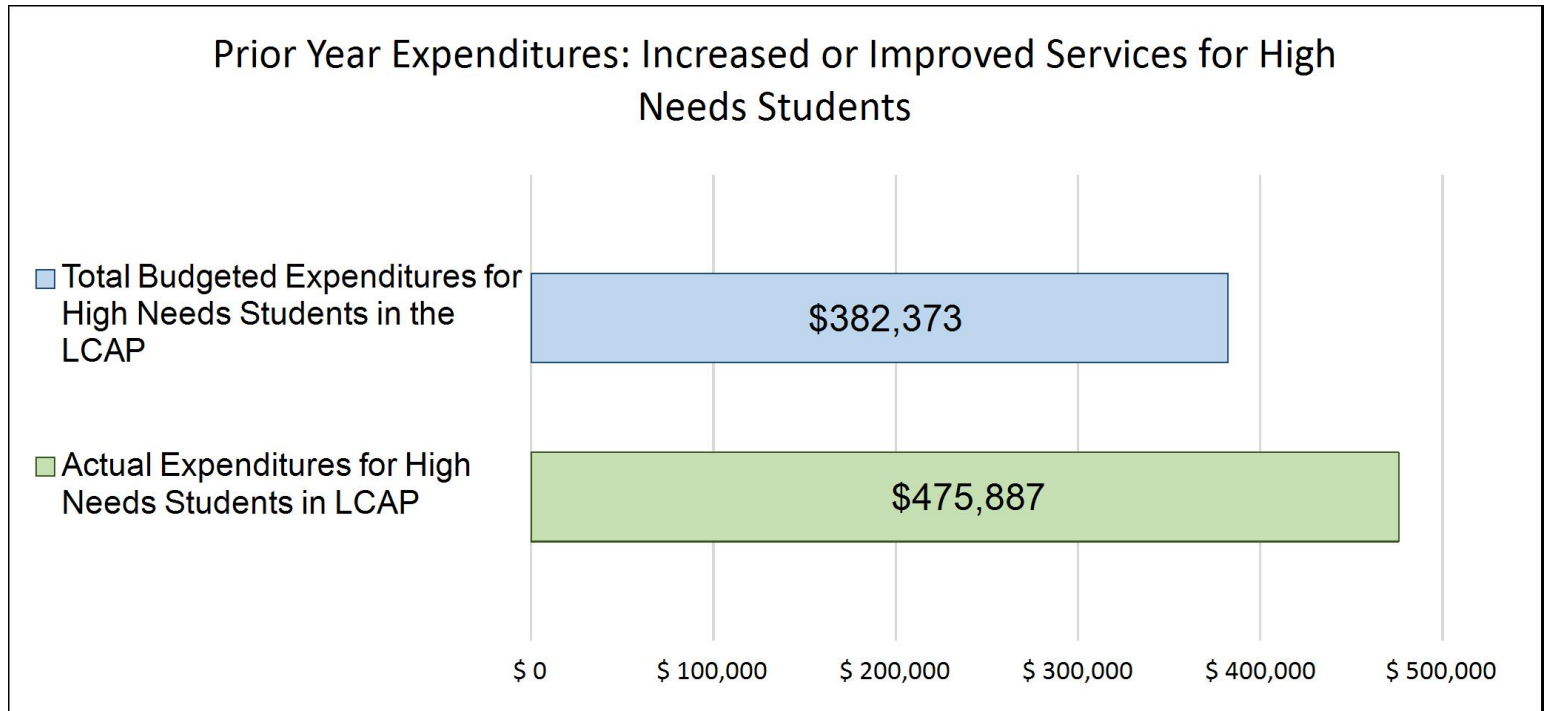
The text description of the above chart is as follows: Loleta Union Elementary School District plans to spend \$2,039,768 for the 2022-23 school year. Of that amount, \$1,554,109 is tied to actions/services in the LCAP and \$672,680 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2022-23, Loleta Union Elementary School District is projecting it will receive \$403,977 based on the enrollment of foster youth, English learner, and low-income students. Loleta Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Loleta Union Elementary School District plans to spend \$403,977 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 Loleta Union Elementary 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 Loleta Union Elementary 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, Loleta Union Elementary School District's LCAP budgeted \$382,373.00 for planned actions to increase or improve services for high needs students. Loleta Union Elementary School District actually spent \$475,887.00 for actions to increase or improve services for high needs students in 2021-22.

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
Loleta Union Elementary School District	Jennifer Fairbanks Interim Principal	jfairbanks@loleta.org 7077335705

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).

The LEA has used all of its funding given through the budget act of 2021 so there are no funds that were not included in the local control and accountability plan. Those funds were used to staff the school to its capacity in order to address learning loss mitigation. And will be used up by the end of the year. Stakeholder groups that were engaged to develop the LCAP include the Native American advisory council, the Educational Advisory council and the ELAC advisory council in addition to staff.

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.

The LEA used the concentration grant add on funding it received to increase the number of staff who provided direct services to students specifically our low income English learners and our foster youth because we have greater than 55%. In compliance with the California education code section 42238. The school separated two combination classes which increased teaching staff to have a separate first grade and second grade. We increased the staff to have a seventh grade and eighth grade, also separated. It also increased the staff to have a reading specialist on campus to specifically address RTI implementation using Fountas and Pinnell and provide direct instruction to our unduplicated students. The school also increased custodial staff by a full 1.0 FTE. This was necessary to maintain high sanitation standards during COVID-19. The school has a 93% unduplicated student count, therefore our unduplicated students were directly addressed in the separation of grades 1/2 and 7/8 and were provided to support to focus on using the reading specialist to address the gap in ELA scores.

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.

The LEA engaged educational partners which are made up of the staff, union representation, the community, advisory committees and the board beginning with when the funding began coming in during the spring of 2020. At that time a plan was developed. Meetings were held consistently through the academic year of 2020 and then moved into a re-opening group that met during the summer of 2020. These groups created a plan that included spending of the one time funding from the federal government for the school during the distance-learning time and moving into the hybrid model which the school adopted in October 2020. The community had this plan shared with them through our three outreach groups to include the Loleta advisory group composed of leaders from the two tribes that we are affiliated with along with tribal members and community members who are interested in finding out what is going on in the school. This community outreach group met monthly. The second group is the ELAC group which is made up of our Hispanic speaking members. Hispanics represent 18% of our school demographics. The Plans were translated and shared with them as well during our monthly meetings. And finally, the Indian education advisory group which meets quarterly was also provided this information. The reopening plan, as well as our spending plan, was placed on our website to let families and community members know and peruse our decision making process. A lot of feedback was given specifically around our technology. We only had enough money to purchase technology for one computer at home per family using the funds, as well as community donations, by the end of May 2020 along with hotspots. However, with the new funding that came in we were able to move to one chrome book per student at home and at school in order to mitigate learning loss and to continue the educational day as the teachers assigned more work through Google classroom. The board had consistent reports on the spending of the money as the plans were needed and reported and put up on the website.

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.

The ESSR three funds were specifically spent on increased staff for direct instruction to allow students to have more access to adults in order to mitigate learning loss. The school offered summer school for two weeks prior to the 2021 year starting which was very successful in getting 30% of the students a jump started on getting used to being in school and gradually increasing the amount of time that they would spend at school so they would be ready for a full day. We also maintained for the safety of students and staff by following the high sanitation requirements. Everyone was trained on how to clean surfaces appropriately, to include deep cleaning as necessary. In addition, we had our flooring replaced to allow us to be able to clean our floors better versus attempting to clean the very old carpet that was in place; which was also through state funding. Again we emphasize that we increased our classified staff to provide support in the classroom as well as

increased our teaching staff. We also increased the number of hours that each classified staff member had from .75 to .85 FTE and increased some to a full 1.0 FTE. We increased our custodial staff from .5 to a 1.5 to assist with keeping up with school sanitation for deep cleaning. We purchased cleaning backpacks to be able to spray down areas throughout the school to include the bus that perhaps got contaminated when COVID-19 made it into the school. We increased our secretary from .5 to a full 1.0 FTE to be able to address attendance concerns when students were on distance-learning as well as to assist in sharing information with the community about changes that were occurring regarding COVID-19, almost hourly. Our total staff increased from approximately 24 to 40 this year presently. We were able to see in our assessments that our students were catching up with what was lost over the time that they were doing distance-learning. Our challenge is that we have staff reductions that we are required to do because of our FISCAL situation so we will be moving forward with staffing at approximately 24 people again during the 2022-2023 school year.. In other words, we're back at pre-Covid levels. However, we hope that the systems that we have put into place and the self-regulation that we have trained our students in will persevere and allow for continued growth in lost learning and social emotional regulation. We also look forward to increasing the extended school day so we will go to nine hours a day providing care in the morning and academics in the morning as well in the afternoon plus summer school at the end of the school year 2021 to 2022 and at the beginning of the next school year 2022 to 2023. Money is anticipated to be spent on ELA materials as well as assessment materials for our Spanish-speaking students. We are also anticipating more professional development for our teachers with regards to social emotional learning in their daily work that they do. We also are looking at the emotional safety of our students as we increased our behaviorist this year for a while to a full three days a week but we had to pull back on that down to one day again however we did hire a full-time social worker/counselor who will be remaining with us and continue the work into the coming years.

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

The Loleta Union Elementary District strictly adheres to the established guidelines and expenditure timelines provided by the state and federal government that describe how the additional fiscal resources can be expended. Previously established and board approved expenditures outlined in the district's 2021-22 LCAP are continuing to be used just as they were originally intended to be spent for the benefit of the district's students. LUESD has continued to follow the established guidelines and spending plans in its Safe Return to In-Person Instruction, Continuity of Services, and ESSER III Expenditure Plans as well.

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/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/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
Loleta Union Elementary School District	Jennifer Fairbanks Interim Principal	jfairbanks@loleta.org 7077335705 X100

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.

Loleta Union Elementary School District is a single school district hosting grades TK - 8. The school averages around 100 students and is located on a bluff with an amazing view of the Pacific Ocean in the quaint town of Loleta in picturesque Humboldt County. The area is pastoral with rolling farm land and sweeping views of the Eel River Valley. The community supports farming and ranching, a sizable “bedroom community” for parents who work in Fortuna, to the south or the city of Eureka to the north and a large workforce for Bear River Casino. It is a small town with a strong, growing community.

Loleta Elementary serves two Native American Communities, the Bear River Rancheria and the Wiyot Tribe at Table Bluff. About 80 percent of the students who attend Loleta are Native American. There are many bi-racial families which also allows 38 percent of our student body to be Hispanic. We have approximately 9% of our population designated Caucasian. Loleta School’s free and reduced lunch rate is 95%. Our staff reflects our community closely in its diversity! We have Native American, Hispanic and Caucasian staff members. Loleta has had a student support team composed of 3 full-time staff members which has included a 75% time psychologist/counselor and another full time counselor/social worker in addition to a classified member that worked to facilitate the Zen Den; our room for students to support them to regulate if needed. During the 2022-2023 school year, we will continue to employ the full time social worker, and facilitate support in the Zen Den from a variety of staff and contract. We will continue to offer every student an individualized education and support to bring them from wherever they are to where they have the potential to go! We also work in partnership with our on-site Loleta Community Resource Center bringing further support to our families and the community.

The district has been growing over the past few years and is anticipating an even better future. Some of the initiatives that are in place and reaching maturity are:

Positive Behavioral Supports and Interventions (PBIS), along with our Multi-tier systems and supports (MTSS) improvements
Academic Response to Intervention (RTi)

Initiatives to assess students in the primary grades and implement support plans for continuous academic achievement and success; whether that be through 504 plans, Student study teams (SST's) or eventually Individualized Education Plans (IEP's)
Continued Implementation of trauma informed practices and increased teacher training in this work.
Continued focus on restorative circles in class rooms and Belong circles with True North across all grade levels.

We have purchased and implemented the high standard Fountas and Pinnell system for ELA as a supplemental program response to intervention program. The math adopted curriculum is Go Math and teachers and teacher continue to be coached on how to further implement its online aspects. We will be purchasing CORE ELA curriculum called WONDERS for grades TK-4 to focus on enhanced development of reading, writing, and reading comprehension. We continue to use McDougall Littell for grades 7-8 and Houghton-Mifflin for grades 5-6 in ELA

Loleta School has 3 outreach committees for input from our educational partners. We have a Stakeholder Advisory Committee (Equity Committee) which will meet monthly under the direction of our School Climate Director. The Equity Committee is responsible for getting at the root causes of any inequities and then developing action plans to address these issues as well as to review our new policies and offer advice on how to make them more equitable. We have our English Acquisition Committee (ELAC) which embraces our large Hispanic community and works to hear the needs of the community and work on community events that are culturally relevant. Another committee is the Indian Education Advisory committee. This committee is also critical to ensuring our students and school are culturally appropriate and relevant and assist greatly in events and supporting financially with academic tutors and financial support as well. All committees contribute greatly to our Loleta school to ensure we are meeting the needs of our student population in an equitable way.

We are hopeful to continue to utilize a music teacher in collaboration with other districts. Loleta believes enrichment going hand in hand with academics, as seen in research, is the best way to go with our community. In addition, we are now providing 1:1 chromebooks to students at home and in classrooms. During the 2022-2023 school year will attempt to continue class rotation opportunities potentially in the following areas: nutrition, gardening, dance, coding, art, Spanish language and Native American studies. We will continue to have a strong afterschool program (ASES) for family support which will be open from 7:30am until 6:00 pm daily. Our dedicated, caring staff are here for our children, we are united in our love and support of all our children. We intend to work diligently to work to offer enrichment opportunities for our students throughout the year across the areas that could include sports, arts, music, and overall fun

Reflections: Successes

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

Covid has been a struggle for all institutions and Loleta was not an exception. We do have many areas in which we have made progress. The school can report advancements in technology for the entire district. In the last year and a half we have advanced to 1:1 chrome books to students at home and at school and every family has access to the Internet. Every classroom has been upgraded with a new computer and Elmo and LCD projectors for better engagement. Teachers have undertaken training to help propel them forward to learn better ways for online teaching and learning. We have replaced flooring throughout the entire school and updated the kindergarten playground; although we

have more repairs needed that will occur after July 1, 2022. We have also increased the number of adults in the classroom during the 2021-2022 school year in order to improve tutorial support and increased attention for our students. The ASES (after school program) has improved astronomically and we have been able to improve our programs in music, art, gardening, dance, access to native american curriculum, nutrition, sports and our newest program food preservation. We also were able to provide a van to help with family and student support getting supplies to families and at times rides for students to and from school.

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.

Due to minimal dashboard data, but looking at local data and SARC data, Math continues to be a struggle as does ELA and there is still a great need for increased support and remediation. During the 21-22 year we hired more teachers to decrease our class sizes in 1/2 and in 7/8; however with some staff leaving for various reasons class sizes became larger. We will work at dividing combo classes as we move forward but need more students for greater financial support. Our local school wide assessment tool (IXL) shows that most 2 - 8 graders are not at grade level in ELA and Math and are typically 2 grade levels below where they should be. We are using a new intervention English Language Arts program, Fountas and Pinnell, which is a supplemental program and has a very simple, easy to use ELA assessment that assists teachers in identifying grade level equivalency of students. Most students from the first pass of its use are appearing to be below grade level which we believe is a direct result of COVID, lack of consistent curriculum in grades TK-4 and consistency of staff over time; however we are making progress in this area. We are excited to be purchasing a new curriculum called WONDERS to be primarily utilized with TK-4 to focus on reading, writing, comprehension and literature for next year thanks to grant funding through the American Indian Education Act. Considering we will be enrolling 4 year old's next year, this will give them a head start on language acquisition which is very promising.

In terms of suspensions and discipline there were six in house suspensions as of P2 and as a result of the same period of time we have had 394 behavior tracking referrals. All have been dealt with in a restorative manner.

As of P2 we have two students with chronic absenteeism. To reduce our chronic absenteeism, we improved our wraparound services for students by creating the Zen Den/Sensory room to teach self regulation, increasing interesting classes at school, creating monthly school wide themes, having a 3 person student support team made up of a male, a female Hispanic and a female Native American. We also did home visits as needed, and permitted by parents, for students with IEP's. We continue to employ a full time counselor/social worker. We are implementing curriculum that integrates social-/emotional instruction, and have offered weekly zoom meetings to all classrooms to teach and reteach expectations. All of these interventions plus increased regular counselling, we believe, will continue the trend towards a peaceful, academically driven campus. Our work with our students with disabilities has been a central focus. 30 of our 110 students currently have IEPs. We have focused on Child find and providing supports in all classrooms to ensure equal access to our curriculum, music and rotations. We review their IEP behavior plans regularly in accordance with state and federal law.

LCAP Highlights

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

The district continues to make gains on the goals set forth in this LCAP. We have met some of the goals, as in reduction of suspensions, and continue to move in the right direction. We have reduced suspensions, and replaced it with restorative work using our Student Support Team, our full time Counselor, and our Behaviorist even due to financial reductions throughout the school year. Training of office staff and working to have them implement restorative techniques at first visit by students has been working. . Our district based "IXL", which is a local based academic indicator, has shown us where we are at baseline and progress over the past year and will be used to move the school forward along with the RTi work the district is gradually implementing utilizing our RTI program of Fountas and Pinnell along with other supplemental programs.

We are moving in the right direction in most areas and the district has systems in place to address its goals and measure movement toward the goals. It was not too many years ago when none of this existed, no computer lab, no district assessments, no school wide assessments, and very little data on discipline. The district has made positive changes and it is represented here in this LCAP. As many would note, change takes time.

Another addition continued this year are our CSI funds(Comprehensive Support and Improvement). Through this funding source in the past we have worked to improve our culture, staff best practices and student support services. We created a Student Support Team trained in restorative justice who are using this philosophy daily to teach students and staff resolution of conflict and are in the position to attend to students directly in the moment and we hope to prevent conflicts; continue our Center for student sensory training and emotional centering established on campus with staff trained on correct usage and we will continue to provide services and staff to support students utilizing these funds to best support students

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.

Loleta Elementary School

Support for Identified Schools

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

Superintendent met with board, community and staff to identify root cause analysis of chronic absenteeism and suspensions utilizing the support of Humboldt County Office of Education during the 2021 school year. Students enrolled are primarily Native American and Hispanic

with a high percentage of special education students. Chronic absenteeism and suspension have been areas of focus for the past three years. It is the intention to continue using in person and computer surveys to gain feedback from the community regarding how we are doing on how to address these important issues. We set up 3 community groups to help with communication. If a family feels unable to communicate directly with the school they can communicate with the group which can inform the Superintendent/Principal about issues that can be problem solved. These groups are the Stakeholders Advisory Group, English Language Acquisition Committee, the Indian Education Advisory Committee and the Board meetings.

LES continues to approach the chronic absenteeism from two prongs: a prong of support at school with outreach to home and the development of classes to make school more engaging, interesting and appealing. During the first year of CSI eligibility, a plan was developed to hire an individual with extensive experience in special education and teaching in order to build capacity in the the Zen Den to provide direct support to students struggling with dis-regulation. This individual worked with the entire staff and all students to teach strategies based on self regulation and mindfulness. A "sensory room" was also developed where students could go to be guided through to self regulation exercises and use tools to help. The Zen Den works to allow students a safe place to separate themselves, a low stimulating environment to self regulate and regain focus after emotional surges. Now we have three people in place to keep the Zen Den/Sensory room manned and continue its service for our students. These three are our Student Support team. They worked to complete our wraparound services providing in person support and Spanish translation as needed. They also triaged the need for other services for our families and help get students and families what they may need for basic services. We were able to facilitate access of a van to support their outreach; however this will not continue during the 22-23 school year. We also increased our psychologists on campus services time which also will not continue in 22-23; and hired a full time counselor/social worker to complete our wraparound service; which will continue. As a result of increased need for psychological services we had to utilize other funding to pay for our social worker which will continue in the future. All of the student support team including the counselors, were on call to help with the avoidance of in class outbursts. Through the creation of personal behavior plans, students were able to take breaks and ask to go to the Zen den when needed, work through their angst and then return to class. Teachers and staff were trained in trauma informed care and know to recognize symptoms that when spotted the teachers have a support team ready to come and help resolve the situations without loss of instruction. Last year, the van allowed us to also transport students who had challenges at home and missed the bus. It also allowed us the ability to keep our homeless and McKinney Vento students coming to the school to help them have consistency even when their lives were disrupted for various reasons. Unfortunately the district does not have funds to purchase a van nor continue to borrow from a neighboring district. In addition, due to severe funding cut backs, many staff will not be able to be retained for the 22-23 school year; however with potential grant funding coming we are hopeful to continue much of the systems that have been started to continue to support youth at Loleta Elementary School. In addition CSI dollars, if we continue to have them will definitely be utilized to continue to support these efforts. Specific actions funding from CSI dollars include:

- 3.2 Enrichment education/student mental health education
- 3.3 Behavioral support services will be provided
- 3.6/3.7 Social worker support to provide wraparound services

Monitoring and Evaluating Effectiveness

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

The LEA will monitor chronic absenteeism and suspension quarterly through data presented in the SIS and SWIS data forms. A team will meet to discuss the data and then present it to staff and school board in order to make adjustments to the systems put in place. The team will determine modifications if needed. Our social worker/counselor will provide training for existing staff in routine reporting. We will gather data from our various interventions to monitor use and see if there is a correlation between usage and attendance. Informal and the online CHKS survey will be used to monitor climate and attitude towards school. The CHKS will be administered to students, staff and parents in the Spring of 2023.

Engaging Educational Partners

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

COVID has had a highly negative impact on holding in person meetings which have historically been very powerful. With that being said, our meetings were held with various groups by zoom. The Interim Superintendent and Interim Principal interacted with the Stakeholders Advisory group, as well as the ELAC committee and The Indian Education Advisory group, the school board, bargaining units, SELPA and staff to review drafts of the LCAP. The drafts were walked through at a board meeting in May and again in June. Staff input was gathered from sharing and discussions during staff meetings throughout the year from the prior Superintendent which contributed to a lot of the direction that was taken toward continuing with the goals already established in the current LCAP. We also reviewed outcomes with staff of the current LCAP in a staff meeting. Staff includes teachers and classified. Parents contribute through our 3 monthly outreach groups: ELAC, Indian Education Advisory Group and the Stakeholders Advisory Group. We also provide a survey to staff asking for information from teachers regarding curriculum sufficiency, a survey from parents on communication effectiveness and a survey to students on feelings of safety and connectedness to school.

A summary of the feedback provided by specific educational partners.

Our Table Bluff Wiyot group were very concerned about the need for more tutorial support at their youth club before all students were given the chance to come to school. They were able to re-institute a three day a week Indian Education tutor to work with Wiyot youth specifically on academic skills which began in May, 2022. In addition, Bear River provided a tutor to support youth on academics twice a week for three hours a day beginning in January. Both of these supports have been tremendous help. ELAC expressed the desire for music, more sports and for Spanish translations of core work. The Board/teachers asked for higher standard curriculum. Last year, the Indian Education Advisory committee wished to see better science curriculum but after seeing that academic levels in ELA were at a minimum two or more grade levels below where they should be, decided to support the purchase of the Wonders Curriculum- a comprehensive ELA program focusing on reading, writing, comprehension, phonics and fluency. This program will be purchased in July of 2022 and implemented in grades TK-4. All native american groups wished to see more native american curriculum which we are hoping to use next years curriculum funding to purchase and implement. Equity and support were requests from across the community. The stakeholder groups expressed an understanding for combination classes but wished to see classes open up to specific individual grades. Currently, due to restricted funding this continues to be a challenge

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

This year, knowing there will be a reduction in instructional support staff, administration reached out to both Bear River and Wiyot tribes and were able to secure two instructional tutors starting in the spring of 2022 which will continue for the 2022-2023 school year. In addition, LES is hopeful a grant will be secured that will provided a full time employee to provide full time tutoring and mentoring to LES students for the 2022-2023 school year and beyond; potentially 5 years. We are also hopeful to continue the collaboration with other smaller Eel River Valley school districts to continue the provision of a music teacher. Although funding will not permit us to have formal sports teams due to cost, we are hopeful to reach out to the local high schools to provide sports based enrichment activities on campus in the areas of volleyball, soccer, football and basketball starting in summer of 2022 collaborating with high school students in order to support them in getting their volunteer

hours in to graduate while also providing LES students opportunities to be exposed to high school athletes, sports drills and activities. LES also will continue to implement Fontes and Pinnel across grade levels for struggling readers and the system is starting to take off. Students are starting to take home books to read over the weekends to have more practice. The school has researched other ELA curriculum and has decided upon the Wonders curriculum for grades TK-4 that will be implemented in 2022-2023 with the support of the Indian Education Advisory Council. The Wonders Curriculum is a program that will be utilized for grades TK-4 and will focus on phonics, reading, writing, comprehension. Considering we are adding Preschool to LES in 2022, we are very hopeful that students will be getting a head start on their language skill acquisition which will narrow the skills gap our students are currently facing.

Goals and Actions

Goal

Goal #	Description
1	Increased student academic performance in all areas of the curriculum with an emphasis on Math, Reading, Writing, Science and Technology. To facilitate the academic learning the school works to maintain support and respect for families and students diversity by recruiting diverse personnel and teaching inclusive practices and honoring student special circumstances, local cultural activities and traditions.

An explanation of why the LEA has developed this goal.

We have developed this goal because our students are needing support for their academic achievement based on past CAASPP scores. Related to this we have a high unduplicated rate. 90% of our students are socioeconomically disadvantaged. We have 22% English Language Learners and have seen increased need in this population. Parents are less involved with the school. Our school has a 30% Special Education Population so our work to increase and improve services to support all these populations has become of paramount importance. Through increasing classified staff, we have decreased the adult to student ratio to 1:3 allowing for more intensive tutoring, and support services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.CAASPP ELA Scores	2019 reporting: 116.5 pts below standard.	6.56% are reported as met or exceeded per data quest.			Improve to 60 pts below standard
2.CAASPP Math Scores	2019 reporting: 132.6 pts below standard	0% met or exceeded in Math per dataquest.			Improve to 100 pts below standard
3.Maintain 100% appropriately assigned and fully credentialed staff while expanding to decrease combination classes.	100% of teachers are appropriately assigned.	100% of teachers are appropriately assigned.			Maintain appropriately assigned and fully credentialed teachers in the subject areas and for the pupils they are teaching while increasing the faculty.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4. Local Assessment ELA Scores (IXL)	Beginning of the year 2021: 7th and 8th grade students average 2.5 grade levels below	TK / K ~ 0.5 Below 1st ~ 1 Below 2nd ~ 2.0 Below 3rd ~ 2.5 Below 4th ~ 2.8 Below 5th ~ 2.72 Below 6th ~ 2.98 Below 7th ~ 3.71 Below 8th ~ 5.28 Below			By end of year 2024, students in the 7th and 8th grade will be 1 grade level below their grade as measured by IXL.
5. Local Assessment in Math (IXL)	Beginning of the year 2021: 7th and 8th grade students average 2.7 grades below	TK / K ~ 0.5 Below 1st ~ 1 Below 2nd ~ 2.0 Below 3rd ~ 2.9 Below 4th ~ 2.93 Below 5th ~ 3.26 Below 6th ~ 3.45 Below 7th ~ 3.08 Below 8th ~ 5.28 Below			By end of year 2024, students in the 7th and 8th grade will be 1 grade level below their grade as measured by IXL.
6. Maintain 100% curriculum materials sufficiency	The district maintains a 100% curriculum materials sufficiency	The district maintained 100% curriculum materials sufficiency			Maintain 100% curriculum materials sufficiency to standards-aligned instructional materials.
7. Increase the number of students who score proficient on the Smarter Balanced State Assessments (SBAC) and CA Science Test.	The district is in the NOT MET category for all 5th grade for the CA Science Test and there are no results for 8th grade.	NO SBAC CAST due to COVID			Improve to 50% of 5th grade to Met category for SBAC and Science.
8. A 3% Increase the typing speed and	Baseline of 9 words per minute	The typing program was canceled due to a			Increase to a baseline of 25 words per

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
accuracy of students as demonstrated by Typing Tutor 3rd/4th (or similar program).		funding freeze at the start of the school year; however students had access to many more online curriculum which likely improved their typing skills			minute for 8th graders.
9. See a 5% improvement in EL proficiency as demonstrated by the ELPAC.	UPDATED: 2019 Dashboard English Learner Progression Indicator ELPI 55.6%	No ELPI dashboard data available 2020-2021 Dataquest 27.78% moderately developed 60% somewhat developed 22.22% minimally developed			Increase to 60% progression.
10. Teachers, including the EL teacher, incorporate ELD standards into classroom instruction.	Teachers indicate a 3 or beginning implementation of ELD.	Teachers continue to indicate a 3 or beginning implementation of ELD.			Teachers indicate a 4 or full implementation of ELD.
11. A 10 % decrease in the number of major referrals as documented by the SWIS system on PBIS.	2019 reports 346 Major referrals.	Loleta Elementary School's school 20-21 climate director provides opportunities for staff to increase their knowledge of restorative practices and PBIS tier 1 and 2 interventions through professional development and			Decrease by 100 Major referrals as reported by the SWIS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>collaboration. Teachers and staff implement restorative circles and conversations in addition to PBIS strategies in their classroom to address minor behaviors. Loleta Elementary School has significantly reduced suspensions over the last few years through PBIS socio-emotional and behavioral interventions. Loleta Elementary School has a total of 85 Major referrals throughout the months of August through April and 313 Minor referrals throughout the months of August through April during the 2021-2022 school year. All referrals were addressed with students and major referrals were addressed with parents.</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
12.Implementation of the academic content and performance standards adopted by the State Board.Teachers working on common core standards implementation.	The majority of teachers indicate the district is at a 3-Initial implementation for providing professional learning for teaching academic standards. The majority of teachers indicate the district is at a 3-Initial implementation for the rate in making instructional materials that are aligned to adopted academic standards and curriculum frameworks. The majority of teachers indicate the district is at a 2-beginning development for providing where they can improve in delivering instruction aligned to the new common core.A majority of Teachers indicate on our survey regarding curriculum and implementation a 4 rating or full implementation of standards.	Due to COVID, The majority of teachers indicate the district continues to be at a 3-Initial implementation for providing professional learning for teaching academic standards. The majority of teachers indicate the district is at a 3-Initial implementation for the rate in making instructional materials that are aligned to adopted academic standards and curriculum frameworks. The majority of teachers indicate the district is at a 2-beginning development for providing where they can improve in delivering instruction aligned to the new common core. A majority of Teachers indicate on our survey that they are struggling with a lack of a complete ELA			Move all indicators as reflected by survey to a 4 or Full implementation.On our survey a majority of teachers indicate a 5 or full implementation with sustainability.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		curriculum and the math curriculum is in dire need; meaning we need to purchase more for use. Overall, teachers report a lack of sufficient materials in math, foreign language and health in the core curriculum areas; although supplemental curriculum materials are bountiful			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
13. Suspension Rate	23.7% suspension rate 2019	Based on SIS- Power School 4.9% of students were suspended In House for the 20-21 school year			Decrease to a 10% suspension rate.
14. Efforts will be made to maintain a broad course of study including math, English, Spanish, science, social studies, physical education, technology, PE and VAPA, Health and World Language standards for all students within the context of a relevant vibrant curriculum.	At present LES broad course of study includes math, English, Spanish (voluntary program in 7th and 8th), science, social studies, physical education, technology, PE and VAPA (music class and art integrated into the classroom),	At present LES broad course of study includes math, English, Spanish (voluntary program in 7th and 8th), science, social studies, physical education, technology, PE and VAPA (music class and art integrated into the classroom), In addition we have a teacher being trained through the art initiative program, which is a 4 year program, to provide arts across the curriculum			Expand current levels to all students taking a second language, implementation of standards for art in every class and maintain all other courses of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
15. Provide increased academic support staff to increase accessibility to programs and services for our unduplicated and individuals with exceptional needs. Increase the number of aides to having an aide in every classroom for tutoring intervention to ensure access to a broad course of study.	Currently have a ratio of 1:3 adults per students in the school to focus on unduplicated.	Ratio of 1:3 continues among adults to students focusing on unduplicated youth during the 20-21 school year			Maintain a ratio of 1:3 adults to pupil to facilitate interventions for our unduplicated students and special needs populations.
16. Reclassification of EL.	Baseline: 55.6% progress rate and 5% reclassification rate in 2018-19.	May 5, 2022 Dataquest 2021-2022 showed 3.7% RFEP, see metric 9 for progression			Desired outcome : Increase to 60% progression rate and all Level 4 students are reclassified.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Personnel	1.1 Maintain 100% correctly credentialed, diverse teachers at Loleta School (PARTIALLY DISCONTINUED)-Maintain a maximum number of aides to better serve students in all rooms. services annual contract. Maintain services for Classroom Instruction . Contract services directly supporting students.	\$335,140.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	1.2 English Learners Support/Foster Youth	<p>For English learners:</p> <p>1.EL/ELPAC Coordinator will also attend the English Collaborative Professional Learning Community at our Humboldt County Office of Education.</p> <p>2.A bilingual aide will be maintained to continue to provide intervention and CELDTSupport.</p> <p>3.A part time (.4) EL/ELPAC coordinator will be maintained by the district</p> <p>4. Bilingual materials and supplies will be improved</p> <p>Foster Youth Coordinator is maintained within the Eel River Valley collaborative. Foster youth support with the Saint Joseph's Community Resource Center Located on the school grounds. Supports needy families with food, clothing, and coordinates support with other service providers. See Goal 3.2</p>		Yes
1.3	1.3 Technology	<p>1.3 Maintain and upgrade Internet systems and repair technology, as needed, to provide adequate services for all classrooms.</p> <p>Update and replace technology in the checkout system, as needed, for low income and English learner students without adequate technology at home to complete school projects and homework.</p> <p>Provide funding for repair and replacement of technology tools as needed to implement school programs.</p>	\$31,127.00	Yes
1.4	1.4 Curriculum	Maintain 100% curriculum materials and supplies sufficiency. The district will have adopted new curriculum materials in English	\$52,472.00	No

Action #	Title	Description	Total Funds	Contributing
		Language Arts, Science and then look to other areas such as social studies for the next adoption. Use curriculum culturally relevant. Maintain a diverse and accessible curriculum by continuing the contract with HCOE HERC Center. Renew subscriptions to student progress monitoring programs to assist staff in analyzing student achievement and planning differentiated instruction strategies.		
1.5	1.5 Professional Development	1.5 Professional development in key areas including common core subject areas, IXL and Go Math, also social/emotional support for students. Maintain BTSA supports for new teachers. Provide professional development for English Language strategies. Provide release of time and substitute teacher funding for professional growth opportunities.	\$19,000.00	No
1.6	1.6 Curriculum and Professional Development	1.6 With Expanded Learning Opportunities and Indian Education grant funds we will be working through adoption procedures to purchase a high standard ELA and writing curriculum.	\$18,166.00	No
1.7	1.7 Special Education Program	(PARTIALLY DISCONTINUED) School psychologist and school administrator will review the percentage of students outside of the general ed environment twice yearly to determine the percentage of students in least restrictive environment. Strive to maintain a diverse set of interventions in our special education program including, a qualified staff, Special Day Class (SDC) and both “push-in” and “pull-out” services for students with IEP and 504 plans. Special day classroom will be maintained.	\$182,496.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	1.8 Professional Development	With ESSER funds, Loleta will have 3 professional development days in the calendar year for all staff and 2 additional mandatory professional development summer days for teachers,	\$19,241.00	No
1.9	1.9 Transportation	1.9 (PARTIALLY DISCONTINUED) Continue to provide transportation for our unduplicated populations and special needs students. Providing individualized transportation for our most at risk rural student populations which attend our school has become a goal. We provide transportation to two Native American Reservations, a number of McKinney Vento students and a small dairy community some mileage away from the school.	\$55,928.00	Yes
1.10	1.10 Certificated Staff	1.10 (DISCONTINUED)Using ESSER funds, Loleta will increase their certificated staff by two additional teachers and have single grade levels in 1/2 and 7/8.	\$41,717.00	No
1.11	1.11 Classroom Aides	(PARTIALLY DISCONTINUED)The school has increased its classified staff and FTE of support staff to fully support our unduplicated populations throughout the school and provide intensive tutoring services.Social emotional and academic supports.	\$216,496.00	Yes

Goal Analysis [2021-22]

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

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

We attempted to increase student academic performance in all areas of the curriculum with an emphasis on Math, Reading, Writing, and technology. We were unable to focus specifically on science due to a funding freeze. To facilitate the academic learning the school worked to maintain support and respect for families and students diversity by recruiting diverse personnel and teaching inclusive practices and honoring student special circumstances, local cultural activities and traditions. We developed this goal because our students needed support for their academic achievement based on past CAASPP scores; specifically adult support related to behaviors and IEP's. Related to this we had and currently still have a high unduplicated rate. A minimum of 89-90% of our students are socioeconomically disadvantaged. We had

22% English Language Learners and currently have 18% ELL. Our school has approximately 30% Special Education Population so our work to increase and improve services to support all these populations continues to be a huge focus. Through increasing classified staff, we decreased the adult to student ratio to 1:3 during the 2021-2022 school year allowing for more intensive tutoring, and support services. Our Behavior tracking referrals demonstrated clearly a reduction in behaviors and we are hopeful to see an increase in academic scores when CAASPP scores are released in the Fall of 2022. Most of the inability to implement any actions noted above were due to budget constraints.

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.

- 1.1 Personnel was over budget due to an increase in both classified and certificated staff.
- 1.3 A bill to Ferndale Tech for \$13,018 will be paid by the end of the school year bringing the amount Estimated Actual Expenditures to \$35,145.00.
- 1.4 Curriculum purchases were put on hold due to the spending freeze the district has been on since November 2021.
- 1.5 Professional Development was put on hold due to the spending freeze the district has been on since November 2021.
- 1.6 Curriculum and Professional Development through ELO and Indian Education funds were put on hold due to the spending freeze the district has been on since November 2021.
- 1.8 Professional Development was put on hold due to the spending freeze the district has been on since November 2021.
- 1.7 Due to additional staffing needs the Special Education Program was over budget.

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

Our original goal was to have students in classrooms where we had greater control of outcomes of data collection and work production. Luckily we were able to have students back in classrooms this year, full time. Although there were many absences, due to Covid, students had access to full time school and chromebooks at home if they happened to have to be at home due to Covid situations with their families or themselves. Having more staff on hand drastically reduced the number of behavioral incidences on campus both in major and minor incidences; along with suspensions. Having the additional student support team to work with students on self regulation also helped tremendously. Providing additional transportation to students that needed rides due to homeless situations or simply missing the bus was also helpful. Having instructional aides in each classroom was a huge help and we will be drastically impacted next year when we are unable to provide this support to students.

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 1.1 PROVIDING INSTRUCTIONAL AIDES WAS DELETED DUE TO LACK OF AVAILABLE FUNDING

After consultation with teachers in grades TK-4 and Community groups and the board it was decided upon to purchase the WONDERS curriculum to implement for grades TK-4 for 2022-2023 to provide consistency and a solid foundation for the younger grade levels while continuing to utilize Fontes and Pinnell as a supplemental RTi program for all students

1.2 A bilingual aide will be maintained to continue to provide intervention and CELDT Support. 1.33.A part time (.4) EL/ELPAC coordinator will be maintained by the district if funding is available.

1.2 Bilingual materials and supplies will be improved

Foster Youth Coordinator is maintained within the Eel River Valley collaborative. Foster youth support with the Saint Joseph's Community Resource Center Located on the school grounds. Supports needy families with food, clothing, and coordinates support with other service providers. See Goal 3.2

1.4 Maintain 100% curriculum materials and supplies sufficiency is the continued goal. The district will adopt new curriculum materials in English Language Arts for grades TK-4, and then look to other areas such as social studies, science and math for future curriculum adoptions. We hope to maintain a diverse and accessible curriculum by continuing the contract with HCOE through the HERC Center and renew subscriptions for some supplemental programs to assist staff in analyzing student achievement and planning differentiated instruction strategies.

1.5 Professional development will continue in key areas including common core subject areas, IXL and Go Math, also social/emotional support for students; and new Wonders YK-4 Curriculum to be purchased. If needed, we intend to maintain BTSA supports for new teachers. We will continue to provide professional development for English Language Learner strategies for all staff. If possible, we intend to provide release time and substitute teacher funding for professional growth opportunities through the MTSS funds.

1.6- Due to funding constraints, curriculum was not purchased during the 2021-2022 school year. The plan is to purchase the Wonders Curriculum which will cost the amount identified in the 2022-2023 LCAP, potentially expanding into the next calendar year.

1.7 Students needing additional special education services will be served through outsourced services through HCOE/SELPA.

1.8- Partially discontinued as we do not have ESSR funding to provide PD; however, we will provide PD through other resources

1.9- Partially Discontinued as we do not have additional transportation other than bus transportation

1.10- Discontinued as we do not have additional funding to support these expenditures

1.11- Discontinued classroom aides other than 1:1 Instructional Aides as required by IEP's and for our Student Support team

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

Goals and Actions

Goal

Goal #	Description
2	Provide in person instruction as a primary mode of education and support continuing education through Independent Study as needed (e.g. natural disasters which may prevent on campus participation).

An explanation of why the LEA has developed this goal.

In person instruction is critical to ongoing development of academic skills and socio-emotional development.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Maintain attendance data for IS vs in person learning.	1 student is signed up for IS- 99% in person.	3 students signed up for ISP during the 21-22 school year			Move to 100% in person learning.
2. Math - IXL comparison	Beginning of the year 2021: 7th and 8th grade students average 2.5 grade levels below	TK / K ~ 0.5 Below 1st ~ 1 Below 2nd ~ 2.0 Below 3rd ~ 2.9 Below 4th ~ 2.93 Below 5th ~ 3.26 Below 6th ~ 3.45 Below 7th ~ 3.08 Below 8th ~ 5.28 Below			Improve to only 1 grade level below.
3. ELA - IXL comparison	Beginning of the year 2021: 7th and 8th grade students average 2.7 grades below	TK / K ~ 0.5 Below 1st ~ 1 Below 2nd ~ 2.0 Below 3rd ~ 2.5 Below 4th ~ 2.8 Below 5th ~ 2.72 Below 6th ~ 2.98 Below			Improve to only 1 grade level below.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		7th ~ 3.71 Below 8th ~ 5.28 Below			
4.Attendance rate will increase by 2%	Current rate of 93%.	Current Attendance percentage rate for 21-22 as of P2 was 99%			Maintain an average attendance of 95%
5.Chronic Absenteeism .	Current rate of 26%. ("chronic" as 18 or more absences) 3 % per year.	Two students were chronically absent throughout the school year			Decrease chronic absenteeism to 17%
6..Office staff or student support team to make a phone call about absent students 100 percent of the time.	Office staff to make a phone call about absent students 100 percent of the time.	Office staff made phone calls to parents of absent students 100% of the time			Maintain 100% call rate of absence students.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 Paraprofessionals	2.1 (PARTIALLY DISCONTINUED) With Expanded Learning and ESSER funds, Loleta will provide direct instruction to students for mitigated learning loss. (Additional expenses included in G1 Action1.) Summer school will be provided.Special needs students are specifically targeted to increase minutes and services.	\$42,395.00	No
2.6	2.2 Cleaning and Safety	2.2 Loleta will pay for custodial, cleaning and PPE supplies. See Goal 3 Action 5		No

Action #	Title	Description	Total Funds	Contributing
2.7	2.3 Technology	2.3 With Expanded Learning Opportunity grant funds, Loleta will purchase more Chromebooks in order for students to be 1:1.in school and at home, along with Internet access through Verizon Hotspots.Specialized technology has been ordered to support our special needs students.	\$36,650.00	No
2.8	2.4 Support of Unduplicated populations.	2.4 Principal and secretarial support works to provide support in the classroom and in alternative areas for the unduplicated populations of the school; tutoring, restorative circles, social and emotional support and restorative discipline. Principal transports unduplicated students to and from school for a consistent education works with them providing mentorship and modelling of behavior conducive to success in educational environments.	\$45,666.00	Yes

Goal Analysis [2021-22]

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

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

One student did take advantage of the IS option due to COVID concerns. In addition, more students and grade levels utilized IXL in ELA and Math

Principal and secretarial supports works with social worker and climate director to provide support in the classroom and in alternative areas for the unduplicated populations of the school; tutoring, restorative circles, social and emotional support and restorative discipline. Principal transports unduplicated students to and from school for a consistent education works with them providing mentorship and modelling of behavior conducive to success in educational environments.This action is intended to be implemented in the future.

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.

2.1 Paraprofessionals were over budget due to an increase in classified staff, a new salary schedule being put in place, and an increase in FTE.

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

Principal and secretarial support will continue to work with social worker and climate director to provide support in the classroom and in alternative areas for the unduplicated populations of the school; tutoring, restorative circles, social and emotional support and restorative discipline. Principal transports unduplicated students to and from school for a consistent education works with them providing mentorship and modelling of behavior conducive to success in educational environments. IEP meetings have been scheduled consistently to attempt to ensure compliance.

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.

Independent Study options will continue to diminish as an option; however will continue to be an option should COVID concerns continue or increase in our area.

2.1- Partially Discontinued- see Goal 1 Action 1

2.1 During the 2022-2023 there will be no summer school options offered

2.6/2.2 We will continue to provide custodial, cleaning and PPE supplies as needed to keep students healthy and safe.

2.7/2.3 We will continue to maintain the 1:1 Chromebook availability for students. We will also continue to provide hotpots to families in need. Special needs students will continue to be provided with necessary technology to enhance their learning.

2.8/2.4 The principal and secretarial staff will continue to provide support in and outside the classroom. Mentoring and modeling of appropriate behaviors will also continue as well as support for parents and families.

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

Goals and Actions

Goal

Goal #	Description
3	Create a safe and welcoming environment, where nutrition and good choices are supported, using positive interventions, restorative practices and engaging, flexible curriculum so every child can be successful.

An explanation of why the LEA has developed this goal.

Loleta is an older facility with its last modernization occurring over a dozen years ago. It is rich in its resources of land, location, cultural heritage and talented staff. We feel that a welcoming school is a safe, comforting school that provides exciting enriching and culturally appropriate curriculum within properly maintained facilities. We work to help students become educated about healthy choices in their daily lives through modelling the habits at the school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Cafeteria menus include culturally relevant meals. Survey results from students regarding food changes	See cafeteria food menu from 8/19- 2/20 and compare each year..	Cafeteria did provide culturally relevant meals monthly in addition to focusing on school events, holidays and cultures as compared to baseline			Include an average of 1 culturally relevant meal per month.
2. Cafeteria increases the amount of locally grown produce from our Loleta gardens and local areas by 5 percent each year.	Using the menu from 2/20 record how much food is local produce and measure average increases.	Cafeteria staff report that a minimum of 40% of produce provided was locally grown from the Loleta garden.			Increase the amount of produce from fresh garden sources by on average 10%.
3. Students rotate through the gardening, nutrition	New to the school. Surveys at the end of each month to	Informal surveys of students indicated that over 50% of students			30% of students report satisfaction with rotations.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and preserving class one month a year.	measure student participation and satisfaction.	reported that gardening was one of their favorite rotations.			
4. Students rotate through 10 different months of enrichment classes per year.	New to the school. Surveys at the end of each month to measure student participation and satisfaction.	<p>When students were in person, classes rotated to the garden and learned about the growing cycle, climates and harvesting procedures. Preserving of food lessons occurred with some of the student grade levels. Informal surveys of students by staff indicated their favorite was PE, gardening, coding and music. Other rotations were not able to occur due to COVID.</p> <p>87% Positive Feedback as reported by teachers.</p>			30% of students report satisfaction with rotations.
5. After School Program attendance	Taking attendance from enrolled students	Due to COVID there were a lot of absences			78% attendance as proposed for grant.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
is steady throughout the year with good survey results.	in August and compare to average daily attendance in the program through the year. Currently a 54% attendance is recorded.	this year over 5 day periods of time for many students. As a result, in addition to fear of families exposing their children to longer days at school, they often picked them up earlier. Also, many parents were displaced from work due to COVID and did not need after school care. Attendance for the ASES program this year averaged at around 50% as of P2. All students were offered the opportunity throughout the year to register for ASES and this will continue for the following year. In addition, 4 year old's will be registering and attending school in the 20222-2023 school year which will likely increase numbers and also give children a head start on academics.			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6.Chronic Absenteeism decreases by 3 percent each year.	26 % in 2018 - 2019. We are looking for a 3 % decrease per year for the next 3 years.	Two students were chronically absent during the school year			Decrease chronic absenteeism to 17%
7.FIT reports remain "good" each year.	We currently have a "good" report expect for a "fair" in our roofs. Continue this with the expectation that when are roofs are fixed it will move to a "good" overall. Roofs are planned to be fixed summer of 2022.	This year we again have an overall score of "Good" at 90% rating. The roof continues to give us a rating of "fair" at 85%. There is a plan to fix the roof in the summer of 2022. After roof repairs our rating will move to "Good".			"Good" report on all aspects of the physical maintenance of the school.
8.On school surveys, community report feeling welcomed and safe.	Increase CHKS participation by 10% per year for students, staff and parents.	CHKS will be administered in spring of 2023; however, local surveys were administered and majority of responses demonstrated that parents felt relationships between			Get 50 % of parents and 80% of students and 95% of staff to complete the surveys.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		staff and families was respectful, the school supported a welcoming environment. However it was noted that one staff member in particular appeared to preferred to suspend versus create a trauma informed environment and used intimidation as a strategy for behavior management versus relationship building. In addition, parents communicated that not all teachers communicate with families on a regular basis.			
9..Expulsion rate.	2019-2020 expulsion rate is 0 percent	2021-2022 Expulsion rate is 0 percent			Maintain a zero percent expulsion rate.
10.No students will drop out.	2019-2020 drop out rate is 0 percent.	2021-2022 Drop out rate is 0 Percent			Maintain a zero percent drop out rate.
11. Parent participation will increase by 2% in our 3 outreach groups: Stakeholders Advisory, ELAC (English Language	2019 - 2020 25% combined participation rate in our outreach groups. Reaching out personally to families to encourage participation in these	It is difficult to determine percentage increase for participation as participation changes dependent upon			Develop participation from 40% of families in community and group activities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Advisory Committee), and Indian Education Advisory Committee. Back to School night and community dinners.	important feedback groups will be practiced. Notices in banner form on the website, phone calls inviting people and more posters for better communication.	<p>meeting days and focus.</p> <p>Parents commented that although the meetings are available, parents are hesitant to "reach out of their comfort zone" to attend meetings.</p> <p>Back to school nights and Community Dinners did not occur during the 21-22 school year, but are planned for 22-23 school year</p>			
12. English Language Advisory Committee (ELAC)	2020-2021 5% participate	2021-2022 Based on meetings held 5% continue to participate on average but are continuing to improve in attendance			Through more personal outreach with bilingual translators, maintaining online meetings in Spanish and sending home minutes in Spanish about what was done in the meetings, we will encourage more family involvement increase involvement to 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
13.Parent participation, including those of students with disabilities	100% of parents attend IEPs and SSTs	100% of parents attend IEPs and SSTs			Maintain 100 percent participation in IEP's and SSTs.
14.Encourage student voice directly by holding student focus groups mediated by HCOE regarding climate issues.	35% of students gave feedback during student focus groups being held at the school reflecting students 100% felt they had a safe adult to talk with and 3% reported bullying.	<p>Focus groups did not happen this year; however our school psychologist did create a survey and the results demonstrated that students did not take it very seriously due to their responses.</p> <p>There were 14 responses total and most want snacks and treats Some students that gave feedback shared that they were not sure what they would like from staff; but they were able to express they wanted better school food. Regarding bullying, mostly junior high responses, they did not feel bullied.</p> <p>42% said they "maybe" had a staff member they could talk to. 21% said they</p>			Increase the participation of student voice in the student focus groups up to 50%. Maintain 100% felt they had a safe adult to talk with and 1% report bullying.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>did not and the remaining said yes, they did</p> <p>The majority of student responses indicated friends were the best part of school.</p> <p>Students felt that adults in the school treated them with respect.</p> <p>Over 90% if students (primarily 7/8th grade) indicate that fight/agure a lot</p> <p>96% of students indicated they treat each other well</p> <p>Almost 100% indicated that there is an adult to reach out to if they have a need.</p> <p>66% indicated they felt safe at school</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
15.100% of discipline issues handled with restorative practices.	75% of issues that arise are handled with a restorative practice. Professional development for new staff members and student support team around this will be held.	Loleta Elementary School's school climate director provides opportunities for staff to increase their knowledge of restorative practices and PBIS tier 1 and 2 interventions through professional development and collaboration. Teachers and staff implement restorative circles and conversations in addition to PBIS strategies in their classroom to address minor behaviors. Loleta Elementary School has significantly reduced suspensions over the last few years through PBIS socio-emotional and behavioral interventions. Loleta Elementary School has a total of 4 suspensions for the 2021-2022 school year as of P2			90% of issues that arise are handled with a restorative practice. Professional development for new staff members and student support team around this will be held.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
16.Enrichment academic classes being offered to increase interest in school and decrease absenteeism.	School wide participation in rotations for 10 months.	School wide participation in rotations did occur during in person learning. Rotations did not happen during distance learning due to COVID.			Confirm schoolwide participation in rotations.
17.Increased communication between school/families and teachers/families through surveys, by phone, online and sent home.	Surveys asking for best contact with parents using multiple medias in first day packet. Communicating through social media such as Facebook. to be a better alternative along with phone calls and post cards. Professional development in PowerSchool school wide will be completed. Classes taught to parents who wish to learn the SIS. Google classroom being utilized in all classes to support parent understanding of class activities.Surveys asking about success of outreach.	Loleta Elementary School teachers attempt to increase parent and community communication through emails and classroom newsletters. An all call system through texts and email seeks to inform families of special events, covid updates, and schoolwide news. The LES Facebook site provides updates and announcements of events, photos, and student and staff shutouts. A monthly packet is sent home with announcements and information to families about school news. Information is shared during monthly Advisory Committee			80 percent of parents report they feel the school and teachers are communicating well with them.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		meetings with representatives from the Wiyot Tribe, Bear River Rancheria, and Northern Indian Development Council attending to share information and collaborate on events, concerns, and projects. The English Language Advisory Committee (ELAC) meets monthly and a representative from the school attends to provide updates and increase parent's knowledge of school policy, procedures, and events and address concerns of community members. Calls from parents and guardians are attempted to be promptly addressed to increase community connectedness and feelings of collaboration and response to concerns.			
18.4-5 sports teams are being offered to	4 sports seasons are being offered with	Sports teams were provided in basketball and were successful			5 sports seasons are strongly in place with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
encourage team play and culture.	20% participation by students.	but due to funding additional sports were not offered during the 21-22 school year			30% of students participating.
19.School Safety and connectedness	2021 Elem CHKS showed 53% feel connected. 71% feel safe at school.	CHKS will be administered in the Spring of 2023 but a local survey administered to staff and responded by 11 staff members showed that most staff feel supported by others; students are recognized for good behavior. Staff did express concerns about high standards for achievement. Most, but not all, staff reported that they believe students are treated fairly at school. Most staff agree that teachers treat students fairly regardless of their race or culture. 70% strongly agree or agree and 30% disagree.			Increase connectedness by students to 90% and 90% feel safe at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
20.Parent participation, engagement and partnering with school. Increase public relations around our community outreach committees, increase surveys and feed back.	33% feel the school encourages them to be an active partner. 38% feel the school is a safe place for their child. 35% feel there is promotion of parental involvement. 15% of parents feel involved in the school. 11% feel the school actively seeks the input of parents.	Parent feedback was gathered through a survey because the CHKS is only administered every other year. However, through a local survey results showed that parents commented that although the meetings are available, parents are hesitant to "reach out of their comfort zone" to attend meetings. Loleta is hopeful that having in person meetings and family nights during the 22-23 school year will help increase parent engagement.			Increase to: 50% feel the school encourages them to be an active partner. 75% feel the school is a safe place for their child. 50% feel there is promotion of parental involvement. 35% of parents feel involved in the school. 50% feel the school actively seeks the input of parents.
21.Teacher engagement and school climate as indicated by CHKS survey 2021	50% of teachers feel there are caring adult relationships as supports for students. 32% feel the school is a safe place for staff, 45% feel the school is a safe place for students.	Staff feedback was gathered through a google survey because the CHKS is only administered every other year. Out of 11 respondents, results demonstrated: 100% of staff felt supported by other teachers and staff at			Increase to 75% of teachers feel there are caring adult relationships as supports for students. 90% feel the school is a safe place for staff, 90% feel the school is a safe place for students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>the school with 45% agreeing; 27% strongly agreeing and 27% neither disagreed or agreed.</p> <p>80% of staff respondents report that teachers frequently recognize students for good behavior; with 20% neither agreeing or disagreeing.</p> <p>46% of staff felt teachers had high expectations for student achievement however 36% did not agree with this statement.</p> <p>27% of staff felt that students were not treated fairly by adults at school whereas 56% felt students were treated fairly.</p> <p>70% of staff felt that teachers treat students fairly regardless of race, ethnicity or culture;</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>and 30% indicated they disagreed</p> <p>40% of staff indicated they felt safe at school; 40% indicated they neither agreed or disagreed; and 20% disagreed</p> <p>73% of staff indicated that adults teach children to express themselves in proper ways; however 27% disagreed</p>			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 Cafeteria	Loleta will continue to provide healthy meals for students. The cafeteria service model will change next year to offer a more conducive menu to student likes while maintaining a healthy balance nutritionally. The new service model will provide a better environment for students as their nutritional needs will be met in a more cost effective manner and therefore other priorities can also be enhanced."the school is providing free and reduced lunch and healthy fruit and vegetable snacks to all students. We also provide additional weekend backpack meals to prevent food insecurity.	\$99,183.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	3.2 Enrichment education/student mental health education	During rotations, students will be taught about gardening, nutrition, preserving, native american indigenous curriculum from Klamath Trinity and Physical education (in addition to minutes in class settings). Other classes to be taught are dance, coding and robotics, music, meditation, personal mental health and self-regulation especially for our special needs students.	\$133,731.00	No
3.3	3.3 BSA Services	Special Education & Loleta will contract with HCOE for a BSA to provide services to our SDC class, increase our counselor/psychologist/behaviorist	\$58,000.00	No
3.4	3.4 ASES Program	Continue with the ASES program.	\$74,520.00	No
3.5	3.5 Facilities/Maintenance	Loleta will work to maintain adequate school facilities ,for all students including facilities costs, sanitation personnel and equipment, utilities, technology and other day to day expenses pertaining to standard operations and maintenance. Replacing the floors and working on repairing the roofs throughout the school over the next several years.	\$60,262.00	No
3.7	3.6 Behaviorist/climate director and other personnel for wraparound services.	Climate director/behaviorist works specifically with our unduplicated populations to boost social/emotional support, reduce behavior outbreaks and overcome trauma though therapy, behavior techniques and working for a calm school climate. Contracting services for possible social worker/counselor to complete wraparound services.	\$31,919.00	Yes
3.8				Yes

Goal Analysis [2021-22]

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

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

Action 3.1 The cafeteria model will remain the same for the 22-23 school year even though efforts were made with neighboring districts to work on a collaborative model. Efforts will be made to ensure less costs attributed to the cafeteria during the following school year which will result in less staff support.

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.

3.1 The cafeteria expenses increased due to staffing increases in the cafeteria.
3.2 The revised budget for CSI funds was brought up to \$139,881 keeping the action of Enrichment education/student mental health education closer to the budget with an Estimated Actual Expenditure of \$141,262.10
3.5 Facilities/Maintenance exceeded the Budgeted Expenditures because of extra costs during the floor renovation.
3.6 The Behaviorist/Climate Director and other personnel for wraparound services hours were reduced in December due to needing immediate budget cuts.

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

The students loved the option of having rotations/elective options and the ASES program at the start and end of the day. In addition students really enjoyed having the opportunity to participate in growing their own food that they enjoyed during snack, breakfast and lunch. Not to mention having the opportunity to participate in growing a huge pumpkin patch and corn maze which created a lot of buzz amongst the students and the community. Having wrap around services absolutely benefitted students in addressing trauma whether it be generational trauma or simply age related emotional trauma with support from our behaviorist and support team to include our social worker and resource center funded through St Josephs. Our new flooring made our school look cleaner and much more welcoming and updated which enhanced the learning environment tremendously. Having a basketball team for both boys and girls was great and we are hoping to provide an outlet next year for some sort of skills camps partnering with local high schools to provide connection to their future endeavors for high school sports.

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.

Metric 18- Sports teams will not be able to be offered during the 2022-2023 school year due to lack of funding. Instead, LES hopes to engage the local high schools and community to provide sports enrichment days around the areas of soccer, basketball, and volleyball potentially utilizing ELOP funding or volunteers.

ACTION 3.7-Climate director/behaviorist works specifically with our unduplicated populations to boost social/emotional support, reduce behavior outbreaks and overcome trauma through therapy, behavior techniques and working for a calm school climate. Contracting services for social worker/counselor to complete wraparound services.

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

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

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.

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.

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

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.

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.

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

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

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)
\$403,977.00	\$53,162.00

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
43.26%	0.00%	\$0.00	43.26%

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.

Loleta school needs to provide services to our district prioritizing foster youth, English Learners, and low income students as a priority. As a result, based on past years positive results the following actions have been determined to increase or improve services:

Maintain and upgrade Internet systems and repair technology, as needed, to provide adequate services for all classrooms; provide specialized equipment for Special needs and our homeless..LCAP 1.3

Update and replace technology in the checkout system, as needed, for low income and English learner students without adequate technology at home to complete school projects and homework. Extended use during the summer months as requested.LCAP 1.3

Provide funding for repair and replacement of technology tools as needed to implement school programs. LCAP 1.3

Continue to provide transportation for all of our students via school bus to include our unduplicated populations and special needs students. LCAP 1.9

Principal, Climate director, and secretarial support works to provide support in the classroom and in alternative areas for the unduplicated populations of the school; tutoring, restorative circles, social and emotional support and restorative discipline. LCAP 2.8 (2.4)

Loleta will continue to provide healthy meals for students. The school is providing free and reduced lunch and healthy fruit and vegetable snacks to all students. We also provide additional weekend backpack meals to prevent food insecurity. LCAP 3.1

Contracted Behaviorist with SELPA and staff work specifically with our unduplicated populations to boost social/emotional support, reduce behavior outbreaks and overcome trauma through therapy, behavior techniques and working for a calm school climate. LCAP 3.6/3,7

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

The expenditures for all LEA and School-wide actions described in prompt 1 total \$382,373.00 which is under the total supplemental and concentration revenues received by the district. Through the allocations for SUPPORTS, INTERVENTIONS, SERVICES, ETC, the district will increase or improve services for English Learners, students in foster care, and low-income students by 40.94%.

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

The LEA used the concentration grant add on funding it received to increase the number of staff who provided direct services to students specifically our low income English learners and our foster youth because we have greater than 55%. In compliance with the California education code section 42238. The school separated two combination classes which increased teaching staff to have a separate first grade and second grade. We increased the staff to have a seventh grade and eighth grade, also separated. It also increased the staff to have a reading specialist on campus to specifically address RTI implementation using Fountas and Pinnell and provide direct instruction to our unduplicated students. The school also increased custodial staff by a full 1.0 FTE. This was necessary to maintain high sanitation standards during COVID-19. The school has a 93% unduplicated student count, therefore our unduplicated students were directly addressed in the separation of grades 1/2 and 7/8 and were provided to support to focus on using the reading specialist to address the gap in ELA scores.

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		1:6
Staff-to-student ratio of certificated staff providing direct services to students		1:8

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$803,769.00	\$354,630.00	\$34,653.00	\$361,057.00	\$1,554,109.00	\$1,123,400.00	\$430,709.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Personnel	All	\$335,140.00				\$335,140.00
1	1.2	1.2 English Learners Support/Foster Youth	English Learners Foster Youth					
1	1.3	1.3 Technology	English Learners Foster Youth Low Income	\$8,942.00			\$22,185.00	\$31,127.00
1	1.4	1.4 Curriculum	All	\$9,825.00	\$20,298.00		\$22,349.00	\$52,472.00
1	1.5	1.5 Professional Development	All		\$15,000.00		\$4,000.00	\$19,000.00
1	1.6	1.6 Curriculum and Professional Development	All		\$11,848.00		\$6,318.00	\$18,166.00
1	1.7	1.7 Special Education Program	Students with Disabilities	\$50,822.00	\$131,674.00			\$182,496.00
1	1.8	1.8 Professional Development	All				\$19,241.00	\$19,241.00
1	1.9	1.9 Transportation	English Learners Foster Youth Low Income	\$55,928.00				\$55,928.00
1	1.10	1.10 Certificated Staff	All				\$41,717.00	\$41,717.00
1	1.11	1.11 Classroom Aides	English Learners Foster Youth Low Income	\$216,496.00				\$216,496.00
2	2.1	2.1 Paraprofessionals	All		\$22,967.00		\$19,428.00	\$42,395.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	2.2 Cleaning and Safety	All					
2	2.7	2.3 Technology	All		\$36,650.00			\$36,650.00
2	2.8	2.4 Support of Unduplicated populations.	English Learners Foster Youth Low Income	\$45,666.00				\$45,666.00
3	3.1	3.1 Cafeteria	English Learners Foster Youth Low Income	\$23,422.00	\$25,673.00		\$50,088.00	\$99,183.00
3	3.2	3.2 Enrichment education/student mental health education	All				\$133,731.00	\$133,731.00
3	3.3	3.3 BSA Services	Students with Disabilities		\$16,000.00		\$42,000.00	\$58,000.00
3	3.4	3.4 ASES Program	All		\$74,520.00			\$74,520.00
3	3.5	3.5 Facilities/Maintenance	All	\$25,609.00		\$34,653.00		\$60,262.00
3	3.7	3.6 Behaviorist/climate director and other personnel for wraparound services.	English Learners Foster Youth Low Income	\$31,919.00				\$31,919.00
3	3.8		English Learners Foster Youth Low Income					

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
\$933,888	\$403,977.00	43.26%	0.00%	43.26%	\$382,373.00	0.00%	40.94 %	Total:	\$382,373.00
								LEA-wide Total:	\$382,373.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$55,928.00

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	1.2	1.2 English Learners Support/Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		
1	1.3	1.3 Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,942.00	
1	1.9	1.9 Transportation	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$55,928.00	
1	1.11	1.11 Classroom Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$216,496.00	
2	2.8	2.4 Support of Unduplicated populations.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,666.00	
3	3.1	3.1 Cafeteria	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,422.00	

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 (%)
3	3.7	3.6 Behaviorist/climate director and other personnel for wraparound services.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,919.00	
3	3.8		Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,554,109.00	\$1,756,140.04

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	1.1 Personnel	No	\$335,140.00	\$489,535.21
1	1.2	1.2 English Learners Support/Foster Youth	No		
1	1.3	1.3 Technology	Yes	\$31,127.00	\$22,127.01
1	1.4	1.4 Curriculum	No	\$52,472.00	\$13,418.68
1	1.5	1.5 Professional Development	No	\$19,000.00	\$0.00
1	1.6	1.6 Curriculum and Professional Development	No	\$18,166.00	\$4,562.59
1	1.7	1.7 Special Education Program	No	\$182,496.00	\$226,588.25
1	1.8	1.8 Professional Development	No	\$19,241.00	\$3,760.00
1	1.9	1.9 Transportation	Yes	\$55,928.00	\$51,492.22
1	1.10	1.10 Certificated Staff	No	\$41,717.00	\$46,331.31

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	1.11 Classroom Aides	Yes	\$216,496.00	\$216,496
2	2.1	2.1 Paraprofessionals	No	\$42,395.00	\$106,590.95
2	2.6	2.2 Cleaning and Safety	No		
2	2.7	2.3 Technology	No	\$36,650.00	\$36,440.81
2	2.8	2.4 Support of Unduplicated populations.	Yes	\$45,666.00	\$42,523.38
3	3.1	3.1 Cafeteria	Yes	\$99,183.00	\$125,938.48
3	3.2	3.2 Enrichment education/student mental health education	No	\$133,731.00	\$141,262.10
3	3.3	3.3 BSA Services	No	\$58,000.00	\$58,757.52
3	3.4	3.4 ASES Program	No	\$74,520.00	\$74,327.27
3	3.5	3.5 Facilities/Maintenance	No	\$60,262.00	\$78,678.76
3	3.7	3.6 Behaviorist/climate director and other personnel for wraparound services.	Yes	\$31,919.00	\$17,309.50

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)
\$421,371.15	\$382,373.00	\$475,886.59	(\$93,513.59)	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	1.3 Technology	Yes	\$8,942.00	\$22,127.01		
1	1.9	1.9 Transportation	Yes	\$55,928.00	\$51,492.22		
1	1.11	1.11 Classroom Aides	Yes	\$216,496.00	\$216,496.00		
2	2.8	2.4 Support of Unduplicated populations.	Yes	\$45,666.00	\$42,523.38		
3	3.1	3.1 Cafeteria	Yes	\$23,422.00	\$125,938.48		
3	3.7	3.6 Behaviorist/climate director and other personnel for wraparound services.	Yes	\$31,919.00	\$17,309.50		

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)
\$876,397.00	\$421,371.15		48.08%	\$475,886.59	0.00%	54.30%	\$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

May 26, 2022

MEMORANDUM

TO: District Superintendents and Business Managers

FROM: Corey Weber, Assistant Superintendent of Business Services

SUBJECT: 2022-2023 FINAL BUDGET ADOPTION

INSTRUCTIONS

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

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

Criteria and Standards

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

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

2022-2023 School District Certification (Form CB)

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

We have provided an attachment, *Balances in Excess of Minimum Reserve Requirements*, to assist you in meeting this requirement. The document is included to provide the district with the correct balances that are required to be addressed, but the information can be presented at the public hearing in any format the district deems appropriate. Based on discussions with Department of Education staff, it is our understanding this requirement only applies to the actual "budget" being adopted, or 2022-2023.

May 26, 2022
Page 2

Please be aware that if a district is not able to certify compliance with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127 the county office will not be able to approve the budget.

Budget Adoption Documents

We have prepared the necessary summary review documents based upon information supplied by the district. This report was prepared using financial information as extracted by the state software and explanations as supplied by district staff. Please review the documents for propriety, and confirm their accuracy.

We have provided Budget Adoption Reports for all of your funds. Your current working budget for 2021-2022 was used for the estimated actual data, while the budget year data for 2022-2023, 2023-2024 and 2024-2025 came from your development budget.

Form CC Certification

This form is an annual certification from your district to the County Office of Education regarding any unfunded liabilities for workers' compensation claims.

Our member districts will be self-insured through the North Coast Insurance Group for 2022-2023. Therefore, please note that we have completed the form for you by checking the box indicating you are self-insured for workers' compensation claims through a JPA. We have also included the following information: "Permissively self-insured through North Coast Schools Insurance Group." The JPA will report any information regarding unfunded liability to your Board during 2022-2023.

Please email signed copies of your Form CB, Form CC, and Certification of Adopted Budget to Lori Rhinehart at lrhinehart@hcoe.org within 5 days of the board adoption of your 2022-2023 Budget, or July 1, 2022, whichever is earlier. Additionally, please include a copy of all revisions made to your Criteria and Standards review documents, if any.

If you have any questions, please feel free to call Kelley Withers at 445-5313 or Lori Rhinehart at 445-7062.

CW:cm

c: Angela West

Enclosures

Humboldt County Office of Education

***CERTIFICATION OF ADOPTED BUDGET
2022-2023***

In order for our office to be certain that the 2021-2022 adopted budget in the financial system equals the Budget Adoption Report as adopted by the board, we request that you **complete the following and return it to Lori Rhinehart, in the Business Office**, after board adoption.

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

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

SIGNED: _____
District Superintendent or Business Manager

School District

Date

ANNUAL BUDGET REPORT:

July 1, 2022 Budget Adoption

Insert "X" in applicable boxes:

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

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

Budget available for inspection at:

Public Hearing:

Place: _____

Place: _____

Date: _____

Date: _____

Time: _____

Adoption
Date: _____

Signed: _____

Clerk/Secretary of
the Governing
Board

(Original signature
required)

Contact person for additional information on the budget reports:

Name: _____

Telephone: _____

Title: _____

E-mail: _____

Criteria and Standards Review Summary

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

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	

4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?	X	
		If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2021-22) annual payment?	n/a	

S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?	X	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Approval date for adoption of the LCAP or approval of an update to the LCAP:	Jun 23, 2022	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	

A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X
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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:

Permissively self-insured through North Coast Schools
Insurance Group

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

Signed

Date of
Meeting: _____

Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name:	Taylin Titus
Title:	Director, JPA
Telephone:	707-445-7055
E-mail:	ttitus@hcoe.org

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)	100.71	100.71	100.71	100.68	100.68	100.71
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)	100.71	100.71	100.71	100.68	100.68	100.71
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	.91	.91	.91	.91	.91	.91
c. Special Education-NPS/LCI						
d. Special Education Extended Year	.10	.10	.10	.10	.10	.10
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)	1.01	1.01	1.01	1.01	1.01	1.01

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	101.72	101.72	101.72	101.69	101.69	101.72
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

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):

100.68

District's ADA Standard Percentage Level:

3.0%

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	ADA Variance Level	Status
		Funded ADA (Form A, Lines A4 and C4)	Funded ADA (Form A, Lines A4 and C4)		
Third Prior Year (2019-20)	District Regular	109	110		
	Charter School				
	Total ADA	109	110	N/A	Met
Second Prior Year (2020-21)	District Regular	95	95		
	Charter School				
	Total ADA	95	95	0.2%	Met
First Prior Year (2021-22)	District Regular	99	101		
	Charter School		0		
	Total ADA	99	101	N/A	Met
Budget Year (2022-23)	District Regular	101			
	Charter School	0			
	Total ADA	101			

1B. Comparison of District ADA to the Standard

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

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

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

by more than the following percentage levels:

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

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

100.7

District's Enrollment Standard Percentage Level:

3.0%

2A. Calculating the District's Enrollment Variances

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

Fiscal Year	Enrollment Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2019-20)	District Regular	119	98	
	Charter School			
	Total Enrollment	119	98	17.6% Not Met
Second Prior Year (2020-21)	District Regular	100	96	
	Charter School			
	Total Enrollment	100	96	4.0% Not Met
First Prior Year (2021-22)	District Regular	106	106	
	Charter School			
	Total Enrollment	106	106	0.0% Met

Budget Year (2022-23)	
District Regular	107
Charter School	
Total Enrollment	107

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 NOT MET - Enrollment was estimated above the standard for two or more of the previous three years. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

Due to the Covid-19 pandemic, the district saw a decrease in enrollment versus projected enrollment in the third prior year and the second prior year.

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	CBEDS Actual	
		(Form A, Lines A4 and C4)	(Criterion 2, Item 2A)	
Third Prior Year (2019-20)	District Regular	95	98	96.9%
	Charter School		0	
	Total ADA/Enrollment	95	98	
Second Prior Year (2020-21)	District Regular	95	96	98.7%
	Charter School	0		
	Total ADA/Enrollment	95	96	
First Prior Year (2021-22)	District Regular	101	106	95.0%
	Charter School			
	Total ADA/Enrollment	101	106	
Historical Average Ratio:				96.9%

District's ADA to Enrollment Standard (historical average ratio plus 0.5%): **97.4%**

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	101	107	94.1%	Met
	Charter School	0			
	Total ADA/Enrollment	101	107		
1st Subsequent Year (2023-24)	District Regular	101	107	94.1%	Met
	Charter School				
	Total ADA/Enrollment	101	107		
2nd Subsequent Year (2024-25)	District Regular	101	107	94.1%	Met
	Charter School				
	Total ADA/Enrollment	101	107		

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

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

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

Explanation:

(required if NOT met)

4. CRITERION: LCFF Revenue

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

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

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

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

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected:

LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

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

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

Projected LCFF Revenue

	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Step 1 - Change in Population				
a. ADA (Funded)				
(Form A, lines A6 and C4)	101.72	101.72	101.69	101.69
b. Prior Year ADA (Funded)		101.72	101.72	101.69
c. Difference (Step 1a minus Step 1b)		0.00	(.03)	0.00
d. Percent Change Due to Population				
(Step 1c divided by Step 1b)		0.00%	(.03%)	0.00%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		1,270,015.00	1,358,857.00	1,432,017.00
b1. COLA percentage		6.56%	5.38%	4.02%
b2. COLA amount (proxy for purposes of this criterion)		83,312.98	73,106.51	57,567.08
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)		6.6%	5.4%	4.0%
LCFF Revenue Standard (Step 3, plus/minus 1%):		5.56% to 7.56%	4.35% to 6.35%	3.02% to 5.02%

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	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	382,897.00	382,897.00	382,897.00	382,897.00
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	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(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	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	1,270,015.00	1,358,857.00	1,432,017.00	1,486,201.00
District's Projected Change in LCFF Revenue:		7.00%	5.38%	3.78%
LCFF Revenue Standard		5.56% to 7.56%	4.35% to 6.35%	3.02% to 5.02%
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

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

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

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

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

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio 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)	854,921.55	1,114,773.51	76.7%
Second Prior Year (2020-21)	631,985.95	977,927.81	64.6%
First Prior Year (2021-22)	892,917.00	1,291,037.00	69.2%
Historical Average Ratio:			70.2%

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	5.0%	5.0%	5.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	65.2% to 75.2%	65.2% to 75.2%	65.2% to 75.2%

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

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not,

enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits	Total Expenditures		
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)		
	(Form MYP, Lines B1-B3)	(Form MYP, Lines B1-B8, B10)		
Budget Year (2022-23)	689,480.00	1,105,812.00	62.4%	Not Met
1st Subsequent Year (2023-24)	752,569.00	1,179,516.00	63.8%	Not Met
2nd Subsequent Year (2024-25)	759,113.00	1,189,125.00	63.8%	Not Met

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

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

- 1a. STANDARD NOT MET - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:
(required if NOT met)

Due to the fiscal distress the district is currently addressing, the district has had to reduce salaries in the budget year and projected years in order to have adequate cash to meet its financial obligations and to bring reserves into the required range.

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):	6.56%	5.35%	4.02%
2. District's Other Revenues and Expenditures			
Standard Percentage Range (Line 1, plus/minus 10%):	-3.44% to 16.56%	-4.65% to 15.35%	-5.98% to 14.02%
3. District's Other Revenues and Expenditures			
Explanation Percentage Range (Line 1, plus/minus 5%):	1.56% to 11.56%	0.35% to 10.35%	-0.98% to 9.02%

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

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

years. All other data are extracted or calculated.

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

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2021-22)	1,087,935.00		
Budget Year (2022-23)	534,179.00	(50.90%)	Yes
1st Subsequent Year (2023-24)	366,148.00	(31.46%)	Yes
2nd Subsequent Year (2024-25)	351,155.00	(4.09%)	Yes

Explanation:
(required if Yes)

The district saw a decrease in the budgeted federal revenues for the 2022-2023 year and the multi-year projections due not receiving any new one-time covid-19 funds that were so prevalent in the past year.

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

First Prior Year (2021-22)	369,705.00		
Budget Year (2022-23)	311,846.00	(15.65%)	Yes
1st Subsequent Year (2023-24)	173,812.00	(44.26%)	Yes
2nd Subsequent Year (2024-25)	166,283.00	(4.33%)	Yes

Explanation:
(required if Yes)

The district saw a decrease in the budgeted Other State revenues for the 2022-2023 year and the first projected year due not receiving any new one-time covid-19 funds that were so prevalent in the past year.

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

First Prior Year (2021-22)	192,765.00		
Budget Year (2022-23)	148,589.00	(22.92%)	Yes
1st Subsequent Year (2023-24)	148,589.00	0.00%	Yes
2nd Subsequent Year (2024-25)	148,589.00	0.00%	No

Explanation:
(required if Yes)

The district had received a one-time revenue in 2021-2022 that it is not projecting to receive in the budget year or projected years.

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

First Prior Year (2021-22)	146,742.00		
Budget Year (2022-23)	115,425.00	(21.34%)	Yes
1st Subsequent Year (2023-24)	112,770.00	(2.30%)	Yes
2nd Subsequent Year (2024-25)	110,982.00	(1.59%)	Yes

Explanation:
(required if Yes)

Loleta UESD is projecting to reduce the supply budget in order to decrease deficit spending and bring the reserves back into the required range.

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

First Prior Year (2021-22)	628,292.00		
Budget Year (2022-23)	644,342.00	2.55%	No
1st Subsequent Year (2023-24)	414,051.00	(35.74%)	Yes
2nd Subsequent Year (2024-25)	395,025.00	(4.60%)	Yes

Explanation:
(required if Yes)

The district is projecting a decrease in the projected multi-years due to a decrease in one-time revenues with plans being solidified and moved from services into other areas of the budget.

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

DATA ENTRY: All data are extracted or calculated.

Percent Change

Object Range / Fiscal Year	Amount	Over Previous Year	Status
----------------------------	--------	--------------------	--------

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

First Prior Year (2021-22)	1,650,405.00		
Budget Year (2022-23)	994,614.00	(39.74%)	Not Met
1st Subsequent Year (2023-24)	688,549.00	(30.77%)	Not Met
2nd Subsequent Year (2024-25)	666,027.00	(3.27%)	Met

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

First Prior Year (2021-22)	775,034.00		
Budget Year (2022-23)	759,767.00	(1.97%)	Met
1st Subsequent Year (2023-24)	526,821.00	(30.66%)	Not Met
2nd Subsequent Year (2024-25)	506,007.00	(3.95%)	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 saw a decrease in the budgeted federal revenues for the 2022-2023 year and the multi-year projections due not receiving any new one-time covid-19 funds that were so prevalent in the past year.

Explanation:

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

The district saw a decrease in the budgeted Other State revenues for the 2022-2023 year and the first projected year due not receiving any new one-time covid-19 funds that were so prevalent in the past year.

Explanation:

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

The district had received a one-time revenue in 2021-2022 that it is not projecting to receive in the budget year or projected years.

- 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)

Loleta UESD is projecting to reduce the supply budget in order to decrease deficit spending and bring the reserves back into the required range.

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

The district is projecting a decrease in the projected multi-years due to a decrease in one-time revenues with plans being solidified and moved from services into other areas of the budget.

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

2. Ongoing and Major Maintenance/Restricted Maintenance Account

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

2,329,206.00

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

3% Required

Budgeted Contribution¹

Minimum
Contribution

to the Ongoing and Major
Maintenance Account

(Line 2c times 3%)

Status

c. Net Budgeted Expenditures and Other Financing Uses

2,329,206.00

69,876.18

89,071.00

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:

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

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

--

8. **CRITERION: Deficit Spending**

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available 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)	183,802.29	256,942.35	143,551.00
	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)	183,802.29	256,942.35	143,551.00
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	2,272,698.37	2,248,978.99	3,149,912.00
	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)	2,272,698.37	2,248,978.99	3,149,912.00
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	8.1%	11.4%	4.6%
District's Deficit Spending Standard Percentage Levels				
(Line 3 times 1/3):		2.7%	3.8%	1.5%

¹Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for

Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the

Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by

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

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA)

may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in	Total Unrestricted	Deficit Spending Level	Status
	Unrestricted Fund	Expenditures	(If Net Change in	
	Balance	and Other Financing	Unrestricted Fund	
	(Form 01, Section E)	(Form 01, Objects 1000-7999)	Balance is negative, else N/A)	
Third Prior Year (2019-20)	(490,000.73)	1,189,052.94	41.2%	Not Met
Second Prior Year (2020-21)	(22,719.88)	1,024,885.32	2.2%	Met
First Prior Year (2021-22)	93,373.00	1,327,835.00	N/A	Met
Budget Year (2022-23) (Information only)	(38,935.00)	1,355,971.00		

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)

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)	269,927.65	672,387.26	N/A		Met
Second Prior Year (2020-21)	89,365.26	182,386.53	N/A		Met
First Prior Year (2021-22)	280,586.83	159,667.00	43.1%		Not Met
Budget Year (2022-23) (Information only)	253,040.00				

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	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4.	101	101	101
Subsequent Years, Form MYP, Line F2, if available.)			
District's Reserve Standard Percentage Level:	5%	5%	5%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form 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):

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

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
	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	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	2,415,881.00	1,984,431.00	1,975,746.00
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)	2,415,881.00	1,984,431.00	1,975,746.00

4.	Reserve Standard Percentage Level	5%	5%	5%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	120,794.05	99,221.55	98,787.30
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)	120,794.05	99,221.55	98,787.30

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)	93,757.00	217,892.00	394,374.00
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	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		
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)	185,000.00	185,000.00	185,000.00
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)	278,757.00	402,892.00	579,374.00
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	11.54%	20.30%	29.32%
District's Reserve Standard (Section 10B, Line 7):		120,794.05	99,221.55	98,787.30
Status:		Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

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

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

- 1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

- 1b. If Yes, identify the expenditures:

S4. Contingent Revenues

- 1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

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

S5. Contributions

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

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

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

District's Contributions and Transfers Standard:

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

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

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

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2021-22)	(344,334.00)			
Budget Year (2022-23)	(301,979.00)	(42,355.00)	(12.3%)	Not Met
1st Subsequent Year (2023-24)	(311,365.00)	9,386.00	3.1%	Met
2nd Subsequent Year (2024-25)	(315,593.00)	4,228.00	1.4%	Met
1b. Transfers In, General Fund *				
First Prior Year (2021-22)	185,369.00			
Budget Year (2022-23)	0.00	(185,369.00)	(100.0%)	Not 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)	112,559.00			
Budget Year (2022-23)	250,159.00	137,600.00	122.2%	Not Met
1st Subsequent Year (2023-24)	65,159.00	(185,000.00)	(74.0%)	Not Met
2nd Subsequent Year (2024-25)	65,159.00	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.	<p>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.</p> <p>Explanation: (required if NOT met)</p>	<p>In the 2023-2024 year, Loleta UESD is projecting a reduction in contributions in the budget year due to not needing to contribute as much to ongoing & major maintenance resource, and also, the district is not projecting to need to contribute to the ASES resource.</p>
-----	---	--

- 1b. NOT MET - The projected transfers in to the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timelines, for reducing or eliminating the transfers.

Explanation:

(required if NOT met)

The district has already depleted the reserves so is not transferring into the general fund from the reserve fund.

- 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)

The district is projecting to transfer from the General Fund to the Reserve Fund in the budget year to work towards meeting the required minimum reserves.

- 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)

No

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years		SACS Fund and Object Codes Used For:		Principal Balance
	Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)		as of July 1, 2022-23
Leases					
Certificates of Participation					
General Obligation Bonds					
Supp Early Retirement Program					
State School Building Loans					
Compensated Absences					

TOTAL:				0

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

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Form Last Revised: 6/8/2022 5:14:03 PM -07:00
Submission Number: D8B4WPWU96

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

N/A

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:

(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

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

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

Yes

2. For the district's OPEB:

a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

No

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

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

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

Self-Insurance Fund

Governmental Fund

4. OPEB Liabilities

Data must be entered.

a. Total OPEB liability

0.00

- b. OPEB plan(s) fiduciary net position (if applicable)
- c. Total/Net OPEB liability (Line 4a minus Line 4b)
- d. Is total OPEB liability based on the district's estimate or an actuarial valuation?
- e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation

0.00
0.00

5. OPEB Contributions
- a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method
- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)
- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)
- d. Number of retirees receiving OPEB benefits

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

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

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

- 1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

- 2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3. Self-Insurance Liabilities
- a. Accrued liability for self-insurance programs
- b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions
- a. Required contribution (funding) for self-insurance programs
- b. Amount contributed (funded) for self-insurance programs

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

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim)	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	12.25	11.00	11.00	11.00

Certificated (Non-management) Salary and Benefit Negotiations

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

No

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

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

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

Negotiations Settled

2a.	Per Government Code Section 3547.5(a), date of public disclosure board meeting:										
2b.	Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?										
	If Yes, date of Superintendent and CBO certification:										
3.	Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?										
	If Yes, date of budget revision board adoption:										
4.	Period covered by the agreement:	<div> <div>Begin Date:</div> <div></div> <div>End Date:</div> <div></div> </div>									
5.	Salary settlement:	<table> <tr> <th>Budget Year</th> <th>1st Subsequent Year</th> <th>2nd Subsequent Year</th> </tr> <tr> <th>(2022-23)</th> <th>(2023-24)</th> <th>(2024-25)</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Budget Year	1st Subsequent Year	2nd Subsequent Year	(2022-23)	(2023-24)	(2024-25)			
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

5093

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

7. Amount included for any tentative salary schedule increases

0

5093

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

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

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

Yes	Yes	Yes
84568	91047	91047
67.0%	67.0%	67.0%
0.0%	0.0%	0.0%

Certificated (Non-management) Prior Year Settlements

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

No

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

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

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

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

Yes	Yes	Yes
11432	4420	4420
(5.4%)	(61.3%)	0.0%

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

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

1.	Are savings from attrition included in the budget and MYPs?	Yes	No	No
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Certificated (Non-management) - Other

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

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of classified(non - management) FTE positions	24.54	10.21	10	10

Classified (Non-management) Salary and Benefit Negotiations

1.	Are salary and benefit negotiations settled for the budget year?	No
----	--	----

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

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

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

Negotiations Settled

2a.	Per Government Code Section 3547.5(a), date of public disclosure board meeting:							
2b.	Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?							
	If Yes, date of Superintendent and CBO certification:							
3.	Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?							
	If Yes, date of budget revision board adoption:							
4.	Period covered by the agreement:	<table> <tr> <td>Begin Date:</td> <td></td> <td>End Date:</td> <td></td> </tr> </table>	Begin Date:		End Date:			
Begin Date:		End Date:						
5.	Salary settlement:	<table> <tr> <td>Budget Year</td> <td>1st Subsequent Year</td> <td>2nd Subsequent Year</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Budget Year	1st Subsequent Year	2nd Subsequent Year			
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	3220		
		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
7.	Amount included for any tentative salary schedule increases	0	3220	3220
		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)

Classified (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	56619	54277	54277
3.	Percent of H&W cost paid by employer	67.0%	67.0%	67.0%
4.	Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

Classified (Non-management) Prior Year Settlements

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

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

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments

		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes

2. Cost of step & column adjustments
3. Percent change in step & column over prior year

6248	5366	5366
(8.5%)	(14.1%)	0.0%

Budget Year 1st Subsequent Year 2nd Subsequent Year

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

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

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

Yes	No	No
No	No	No

Classified (Non-management) - Other

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

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

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

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

Management/Supervisor/Confidential

Salary and Benefit Negotiations

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

N/A

If Yes, complete question 2.

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

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

Negotiations Settled

2. Salary settlement:

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)?

Total cost of salary settlement

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

Negotiations Not Settled

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

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

4. Amount included for any tentative salary schedule increases

--	--	--

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
13500	13500	13500
67.0%	67.0%	67.0%
0.0%	0.0%	0.0%

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
3. Percent change in step & column over prior year

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

No	No	No

Management/Supervisor/Confidential

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

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

No	No	No

S9. Local Control and Accountability Plan (LCAP)

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

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

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

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

Yes
Jun 23, 2022

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described
in the Local Control and Accountability Plan and Annual Update Template?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	Yes

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

Comments:

(optional)

End of School District Budget Criteria and Standards Review

			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)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	1,270,015.00	0.00	1,270,015.00	1,358,857.00	0.00	1,358,857.00	7.0%
2) Federal Revenue		8100-8299	216,385.00	871,550.00	1,087,935.00	216,385.00	317,794.00	534,179.00	-50.9%
3) Other State Revenue		8300-8599	16,952.00	352,753.00	369,705.00	16,952.00	294,894.00	311,846.00	-15.7%
4) Other Local Revenue		8600-8799	76,821.00	115,944.00	192,765.00	26,821.00	121,768.00	148,589.00	-22.9%
5) TOTAL, REVENUES			1,580,173.00	1,340,247.00	2,920,420.00	1,619,015.00	734,456.00	2,353,471.00	-19.4%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	400,170.00	325,829.00	725,999.00	343,725.00	193,283.00	537,008.00	-26.0%
2) Classified Salaries		2000-2999	221,198.00	457,388.00	678,586.00	117,112.00	204,830.00	321,942.00	-52.6%
3) Employee Benefits		3000-3999	271,549.00	404,834.00	676,383.00	228,643.00	227,175.00	455,818.00	-32.6%
4) Books and Supplies		4000-4999	33,513.00	113,229.00	146,742.00	78,258.00	37,167.00	115,425.00	-21.3%
5) Services and Other Operating Expenditures		5000-5999	325,568.00	302,724.00	628,292.00	328,740.00	315,602.00	644,342.00	2.6%
6) Capital Outlay		6000-6999	29,705.00	76,174.00	105,879.00	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	13,500.00	61,972.00	75,472.00	13,500.00	77,687.00	91,187.00	20.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(4,166.00)	4,166.00	0.00	(4,166.00)	4,166.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,291,037.00	1,746,316.00	3,037,353.00	1,105,812.00	1,059,910.00	2,165,722.00	-28.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			289,136.00	(406,069.00)	(116,933.00)	513,203.00	(325,454.00)	187,749.00	-260.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	185,369.00	0.00	185,369.00	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	36,798.00	75,761.00	112,559.00	250,159.00	0.00	250,159.00	122.2%
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	(344,334.00)	344,334.00	0.00	(301,979.00)	301,979.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(195,763.00)	268,573.00	72,810.00	(552,138.00)	301,979.00	(250,159.00)	-443.6%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			93,373.00	(137,496.00)	(44,123.00)	(38,935.00)	(23,475.00)	(62,410.00)	41.4%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	159,667.00	163,671.00	323,338.00	253,040.00	26,175.00	279,215.00	-13.6%
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)			159,667.00	163,671.00	323,338.00	253,040.00	26,175.00	279,215.00	-13.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			159,667.00	163,671.00	323,338.00	253,040.00	26,175.00	279,215.00	-13.6%
2) Ending Balance, June 30 (E + F1e)			253,040.00	26,175.00	279,215.00	214,105.00	2,700.00	216,805.00	-22.4%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	1,000.00	0.00	1,000.00	1,000.00	0.00	1,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	26,175.00	26,175.00	0.00	2,700.00	2,700.00	-89.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	108,489.00	0.00	108,489.00	119,348.00	0.00	119,348.00	10.0%
Litigation	0000	9780	86,908.00		86,908.00			0.00	
Donations	0000	9780	4,440.00		4,440.00			0.00	
State Lottery Revenue	1100	9780	17,141.00		17,141.00			0.00	
Litigation	0000	9780			0.00	98,908.00		98,908.00	
Donations	0000	9780			0.00	4,440.00		4,440.00	
State Lottery Revenue	1100	9780			0.00	16,000.00		16,000.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	143,551.00	0.00	143,551.00	93,757.00	0.00	93,757.00	-34.7%
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	376,125.79	(178,542.79)	197,583.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	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)	
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	1,000.00	0.00	1,000.00				
d) with Fiscal Agent/Trustee		9135	21.67	0.00	21.67				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	17,080.00	17,080.00				
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			377,147.46	(161,462.79)	215,684.67				
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	59,494.52	111,973.02	171,467.54				
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	170,010.28	0.00	170,010.28				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			229,504.80	111,973.02	341,477.82				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(G9 + H2) - (I6 + J2)			147,642.66	(273,435.81)	(125,793.15)				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	716,180.00	0.00	716,180.00	805,022.00	0.00	805,022.00	12.4%
Education Protection Account State Aid - Current Year		8012	170,938.00	0.00	170,938.00	170,938.00	0.00	170,938.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	3,528.00	0.00	3,528.00	3,528.00	0.00	3,528.00	0.0%
Timber Yield Tax		8022	3,402.00	0.00	3,402.00	3,402.00	0.00	3,402.00	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	342,061.00	0.00	342,061.00	342,061.00	0.00	342,061.00	0.0%
Unsecured Roll Taxes		8042	13,374.00	0.00	13,374.00	13,374.00	0.00	13,374.00	0.0%
Prior Years' Taxes		8043	167.00	0.00	167.00	167.00	0.00	167.00	0.0%
Supplemental Taxes		8044	5,637.00	0.00	5,637.00	5,637.00	0.00	5,637.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	14,728.00	0.00	14,728.00	14,728.00	0.00	14,728.00	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			1,270,015.00	0.00	1,270,015.00	1,358,857.00	0.00	1,358,857.00	7.0%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			1,270,015.00	0.00	1,270,015.00	1,358,857.00	0.00	1,358,857.00	7.0%
FEDERAL REVENUE									
Maintenance and Operations		8110	216,385.00	0.00	216,385.00	216,385.00	0.00	216,385.00	0.0%
Special Education Entitlement		8181	0.00	31,344.00	31,344.00	0.00	37,919.00	37,919.00	21.0%
Special Education Discretionary Grants		8182	0.00	6,426.00	6,426.00	0.00	0.00	0.00	-100.0%
Child Nutrition Programs		8220	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)	
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		53,009.00	53,009.00		55,702.00	55,702.00	5.1%
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		6,070.00	6,070.00		5,992.00	5,992.00	-1.3%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290		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		194,268.00	194,268.00		165,612.00	165,612.00	-14.8%
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	580,433.00	580,433.00	0.00	52,569.00	52,569.00	-90.9%
TOTAL, FEDERAL REVENUE			216,385.00	871,550.00	1,087,935.00	216,385.00	317,794.00	534,179.00	-50.9%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	16,952.00	6,760.00	23,712.00	16,952.00	6,760.00	23,712.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		85,400.00	85,400.00		85,400.00	85,400.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	260,593.00	260,593.00	0.00	202,734.00	202,734.00	-22.2%
TOTAL, OTHER STATE REVENUE			16,952.00	352,753.00	369,705.00	16,952.00	294,894.00	311,846.00	-15.7%
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%

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 Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	3,000.00	0.00	3,000.00	3,000.00	0.00	3,000.00	0.0%
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	1,500.00	0.00	1,500.00	1,500.00	0.00	1,500.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	72,321.00	0.00	72,321.00	22,321.00	0.00	22,321.00	-69.1%
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		115,944.00	115,944.00		121,768.00	121,768.00	5.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			76,821.00	115,944.00	192,765.00	26,821.00	121,768.00	148,589.00	-22.9%
TOTAL, REVENUES			1,580,173.00	1,340,247.00	2,920,420.00	1,619,015.00	734,456.00	2,353,471.00	-19.4%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	330,800.00	272,435.00	603,235.00	207,872.00	190,653.00	398,525.00	-33.9%
Certificated Pupil Support Salaries		1200	0.00	51,640.00	51,640.00	47,800.00	0.00	47,800.00	-7.4%
Certificated Supervisors' and Administrators' Salaries		1300	69,370.00	1,754.00	71,124.00	88,053.00	2,630.00	90,683.00	27.5%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			400,170.00	325,829.00	725,999.00	343,725.00	193,283.00	537,008.00	-26.0%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	75,564.00	285,100.00	360,664.00	4,652.00	86,966.00	91,618.00	-74.6%
Classified Support Salaries		2200	34,049.00	85,775.00	119,824.00	30,444.00	66,270.00	96,714.00	-19.3%
Classified Supervisors' and Administrators' Salaries		2300	0.00	37,014.00	37,014.00	0.00	37,563.00	37,563.00	1.5%
Clerical, Technical and Office Salaries		2400	110,158.00	26,807.00	136,965.00	82,016.00	14,031.00	96,047.00	-29.9%
Other Classified Salaries		2900	1,427.00	22,692.00	24,119.00	0.00	0.00	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			221,198.00	457,388.00	678,586.00	117,112.00	204,830.00	321,942.00	-52.6%
EMPLOYEE BENEFITS									
STRS		3101-3102	65,166.00	109,570.00	174,736.00	58,540.00	90,215.00	148,755.00	-14.9%
PERS		3201-3202	50,476.00	106,463.00	156,939.00	30,566.00	52,802.00	83,368.00	-46.9%
OASDI/Medicare/Alternative		3301-3302	22,485.00	40,455.00	62,940.00	22,111.00	22,358.00	44,469.00	-29.3%
Health and Welfare Benefits		3401-3402	115,101.00	122,391.00	237,492.00	104,735.00	49,952.00	154,687.00	-34.9%
Unemployment Insurance		3501-3502	2,993.00	4,022.00	7,015.00	1,487.00	1,670.00	3,157.00	-55.0%
Workers' Compensation		3601-3602	15,328.00	21,933.00	37,261.00	11,204.00	10,178.00	21,382.00	-42.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			271,549.00	404,834.00	676,383.00	228,643.00	227,175.00	455,818.00	-32.6%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	3,711.00	3,711.00	27,593.00	10,206.00	37,799.00	918.6%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	33,513.00	95,293.00	128,806.00	50,665.00	26,961.00	77,626.00	-39.7%

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)	
Noncapitalized Equipment		4400	0.00	14,225.00	14,225.00	0.00	0.00	0.00	-100.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			33,513.00	113,229.00	146,742.00	78,258.00	37,167.00	115,425.00	-21.3%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	1,873.00	1,374.00	3,247.00	1,873.00	2,105.00	3,978.00	22.5%
Dues and Memberships		5300	4,825.00	0.00	4,825.00	4,825.00	0.00	4,825.00	0.0%
Insurance		5400 - 5450	13,738.00	0.00	13,738.00	13,738.00	0.00	13,738.00	0.0%
Operations and Housekeeping Services		5500	33,433.00	551.00	33,984.00	35,105.00	579.00	35,684.00	5.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	15,734.00	0.00	15,734.00	15,734.00	0.00	15,734.00	0.0%
Transfers of Direct Costs		5710	1,100.00	(1,100.00)	0.00	1,100.00	(1,100.00)	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	223,665.00	301,899.00	525,564.00	223,665.00	314,018.00	537,683.00	2.3%
Communications		5900	31,200.00	0.00	31,200.00	32,700.00	0.00	32,700.00	4.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			325,568.00	302,724.00	628,292.00	328,740.00	315,602.00	644,342.00	2.6%
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	29,705.00	68,909.00	98,614.00	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	0.00	7,265.00	7,265.00	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			29,705.00	76,174.00	105,879.00	0.00	0.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	13,500.00	61,972.00	75,472.00	13,500.00	77,687.00	91,187.00	20.8%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			13,500.00	61,972.00	75,472.00	13,500.00	77,687.00	91,187.00	20.8%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(4,166.00)	4,166.00	0.00	(4,166.00)	4,166.00	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			(4,166.00)	4,166.00	0.00	(4,166.00)	4,166.00	0.00	0.0%
TOTAL, EXPENDITURES			1,291,037.00	1,746,316.00	3,037,353.00	1,105,812.00	1,059,910.00	2,165,722.00	-28.7%
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	185,369.00	0.00	185,369.00	0.00	0.00	0.00	-100.0%
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			185,369.00	0.00	185,369.00	0.00	0.00	0.00	-100.0%
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	0.00	0.00	185,000.00	0.00	185,000.00	New
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	36,798.00	75,761.00	112,559.00	65,159.00	0.00	65,159.00	-42.1%
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			36,798.00	75,761.00	112,559.00	250,159.00	0.00	250,159.00	122.2%
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	(344,334.00)	344,334.00	0.00	(301,979.00)	301,979.00	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			(344,334.00)	344,334.00	0.00	(301,979.00)	301,979.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)									
			(195,763.00)	268,573.00	72,810.00	(552,138.00)	301,979.00	(250,159.00)	-443.6%

			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)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	1,270,015.00	0.00	1,270,015.00	1,358,857.00	0.00	1,358,857.00	7.0%
2) Federal Revenue		8100-8299	216,385.00	871,550.00	1,087,935.00	216,385.00	317,794.00	534,179.00	-50.9%
3) Other State Revenue		8300-8599	16,952.00	352,753.00	369,705.00	16,952.00	294,894.00	311,846.00	-15.7%
4) Other Local Revenue		8600-8799	76,821.00	115,944.00	192,765.00	26,821.00	121,768.00	148,589.00	-22.9%
5) TOTAL, REVENUES			1,580,173.00	1,340,247.00	2,920,420.00	1,619,015.00	734,456.00	2,353,471.00	-19.4%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600- 7699	675,684.00	1,223,357.00	1,899,041.00	459,550.00	769,804.00	1,229,354.00	-35.3%
2) Instruction - Related Services	2000-2999		163,141.00	31,285.00	194,426.00	143,118.00	27,722.00	170,840.00	-12.1%
3) Pupil Services	3000-3999		58,576.00	92,252.00	150,828.00	114,746.00	1,078.00	115,824.00	-23.2%
4) Ancillary Services	4000-4999		2,009.00	0.00	2,009.00	430.00	0.00	430.00	-78.6%
5) Community Services	5000-5999		0.00	110,386.00	110,386.00	0.00	82,255.00	82,255.00	-25.5%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		254,676.00	23,994.00	278,670.00	274,890.00	10,208.00	285,098.00	2.3%
8) Plant Services	8000-8999		123,451.00	203,070.00	326,521.00	99,578.00	91,156.00	190,734.00	-41.6%
9) Other Outgo	9000-9999		13,500.00	61,972.00	75,472.00	13,500.00	77,687.00	91,187.00	20.8%
10) TOTAL, EXPENDITURES			1,291,037.00	1,746,316.00	3,037,353.00	1,105,812.00	1,059,910.00	2,165,722.00	-28.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			289,136.00	(406,069.00)	(116,933.00)	513,203.00	(325,454.00)	187,749.00	-260.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		185,369.00	0.00	185,369.00	0.00	0.00	0.00	-100.0%
b) Transfers Out	7600-7629		36,798.00	75,761.00	112,559.00	250,159.00	0.00	250,159.00	122.2%
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		(344,334.00)	344,334.00	0.00	(301,979.00)	301,979.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(195,763.00)	268,573.00	72,810.00	(552,138.00)	301,979.00	(250,159.00)	-443.6%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			93,373.00	(137,496.00)	(44,123.00)	(38,935.00)	(23,475.00)	(62,410.00)	41.4%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited	9791		159,667.00	163,671.00	323,338.00	253,040.00	26,175.00	279,215.00	-13.6%
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)			159,667.00	163,671.00	323,338.00	253,040.00	26,175.00	279,215.00	-13.6%
d) Other Restatements	9795		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			159,667.00	163,671.00	323,338.00	253,040.00	26,175.00	279,215.00	-13.6%
2) Ending Balance, June 30 (E + F1e)			253,040.00	26,175.00	279,215.00	214,105.00	2,700.00	216,805.00	-22.4%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash	9711		1,000.00	0.00	1,000.00	1,000.00	0.00	1,000.00	0.0%
Stores	9712		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items	9713		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others	9719		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted	9740		0.00	26,175.00	26,175.00	0.00	2,700.00	2,700.00	-89.7%
c) Committed									
Stabilization Arrangements	9750		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)	9760		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)	9780		108,489.00	0.00	108,489.00	119,348.00	0.00	119,348.00	10.0%
Litigation	0000	9780	86,908.00		86,908.00			0.00	
Donations	0000	9780	4,440.00		4,440.00			0.00	
State Lottery Revenue	1100	9780	17,141.00		17,141.00			0.00	
Litigation	0000	9780			0.00	98,908.00		98,908.00	
Donations	0000	9780			0.00	4,440.00		4,440.00	
State Lottery Revenue	1100	9780			0.00	16,000.00		16,000.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties	9789		143,551.00	0.00	143,551.00	93,757.00	0.00	93,757.00	-34.7%
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
6266	Educator Effectiveness, FY 2021-22	23,020.00	0.00
6300	Lottery: Instructional Materials	3,155.00	2,700.00
Total, Restricted Balance		26,175.00	2,700.00

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	9,567.00	9,567.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,567.00	9,567.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,567.00	9,567.00	0.0%
2) Ending Balance, June 30 (E + F1e)			9,567.00	9,567.00	0.0%
Components of Ending Fund Balance					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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	9,567.00	9,567.00	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	9,566.98		
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			9,566.98		
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 Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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)			9,566.98		
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%
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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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	9,567.00	9,567.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,567.00	9,567.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,567.00	9,567.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
2) Ending Balance, June 30 (E + F1e)			9,567.00	9,567.00	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	9,567.00	9,567.00	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	9,567.00	9,567.00
Total, Restricted Balance		9,567.00	9,567.00

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	66,498.00	66,498.00	0.0%
3) Other State Revenue		8300-8599	6,908.00	6,908.00	0.0%
4) Other Local Revenue		8600-8799	900.00	900.00	0.0%
5) TOTAL, REVENUES			74,306.00	74,306.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	76,005.00	38,632.00	-49.2%
3) Employee Benefits		3000-3999	50,946.00	15,648.00	-69.3%
4) Books and Supplies		4000-4999	44,465.00	56,465.00	27.0%
5) Services and Other Operating Expenditures		5000-5999	16,466.00	16,466.00	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			187,882.00	127,211.00	-32.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(113,576.00)	(52,905.00)	-53.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	112,559.00	65,159.00	-42.1%
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			112,559.00	65,159.00	-42.1%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,017.00)	12,254.00	-1,304.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	8,310.00	7,293.00	-12.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,310.00	7,293.00	-12.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,310.00	7,293.00	-12.2%
2) Ending Balance, June 30 (E + F1e)			7,293.00	19,547.00	168.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	1,573.83	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	5,719.17	19,547.00	241.8%
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	40,518.95		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	1,573.83		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			42,092.78		
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	1,828.98		
6) TOTAL, LIABILITIES			1,828.98		
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)			40,263.80		
FEDERAL REVENUE					
Child Nutrition Programs		8220	66,498.00	66,498.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			66,498.00	66,498.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	6,908.00	6,908.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			6,908.00	6,908.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	400.00	400.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	500.00	500.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			900.00	900.00	0.0%
TOTAL, REVENUES			74,306.00	74,306.00	0.0%
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	76,005.00	38,632.00	-49.2%
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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			76,005.00	38,632.00	-49.2%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	17,084.00	10,083.00	-41.0%
OASDI/Medicare/Alternative		3301-3302	5,804.00	2,955.00	-49.1%
Health and Welfare Benefits		3401-3402	25,729.00	1,424.00	-94.5%
Unemployment Insurance		3501-3502	379.00	193.00	-49.1%
Workers' Compensation		3601-3602	1,950.00	993.00	-49.1%
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			50,946.00	15,648.00	-69.3%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	14,206.00	14,206.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	30,259.00	42,259.00	39.7%
TOTAL, BOOKS AND SUPPLIES			44,465.00	56,465.00	27.0%
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%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	3,398.00	3,398.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	12,578.00	12,578.00	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	490.00	490.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			16,466.00	16,466.00	0.0%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			187,882.00	127,211.00	-32.3%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	112,559.00	65,159.00	-42.1%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			112,559.00	65,159.00	-42.1%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			112,559.00	65,159.00	-42.1%

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	66,498.00	66,498.00	0.0%
3) Other State Revenue		8300-8599	6,908.00	6,908.00	0.0%
4) Other Local Revenue		8600-8799	900.00	900.00	0.0%
5) TOTAL, REVENUES			74,306.00	74,306.00	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		184,484.00	123,813.00	-32.9%
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		3,398.00	3,398.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			187,882.00	127,211.00	-32.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(113,576.00)	(52,905.00)	-53.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	112,559.00	65,159.00	-42.1%
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			112,559.00	65,159.00	-42.1%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,017.00)	12,254.00	-1,304.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	8,310.00	7,293.00	-12.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,310.00	7,293.00	-12.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,310.00	7,293.00	-12.2%
2) Ending Balance, June 30 (E + F1e)			7,293.00	19,547.00	168.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	1,573.83	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	5,719.17	19,547.00	241.8%
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)	5,719.17	19,547.00
Total, Restricted Balance		5,719.17	19,547.00

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	185,000.00	New
b) Transfers Out		7600-7629	185,369.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(185,369.00)	185,000.00	-199.8%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(185,369.00)	185,000.00	-199.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	185,369.00	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			185,369.00	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			185,369.00	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	185,000.00	New
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	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	185,000.00	New
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	183,802.75		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			183,802.75		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			183,802.75		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	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%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	185,000.00	New
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	185,000.00	New
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	185,369.00	0.00	-100.0%
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			185,369.00	0.00	-100.0%
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)			(185,369.00)	185,000.00	-199.8%

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	185,000.00	New
b) Transfers Out		7600-7629	185,369.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(185,369.00)	185,000.00	-199.8%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(185,369.00)	185,000.00	-199.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	185,369.00	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			185,369.00	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			185,369.00	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	185,000.00	New
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	185,000.00	New
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	180.00	180.00	0.0%
5) TOTAL, REVENUES			180.00	180.00	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)			180.00	180.00	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)			180.00	180.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	10,370.00	10,550.00	1.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			10,370.00	10,550.00	1.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,370.00	10,550.00	1.7%
2) Ending Balance, June 30 (E + F1e)			10,550.00	10,730.00	1.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	10,550.00	10,730.00	1.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	10,370.02		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			10,370.02		
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)			10,370.02		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	180.00	180.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			180.00	180.00	0.0%
TOTAL, REVENUES			180.00	180.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	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: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	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					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			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	180.00	180.00	0.0%
5) TOTAL, REVENUES			180.00	180.00	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)			180.00	180.00	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)			180.00	180.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	10,370.00	10,550.00	1.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			10,370.00	10,550.00	1.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,370.00	10,550.00	1.7%
2) Ending Balance, June 30 (E + F1e)			10,550.00	10,730.00	1.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	10,550.00	10,730.00	1.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
7710	State School Facilities Projects	10,550.00	10,730.00
Total, Restricted Balance		10,550.00	10,730.00

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	75.00	75.00	0.0%
5) TOTAL, REVENUES			75.00	75.00	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)			75.00	75.00	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)			75.00	75.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,357.00	4,432.00	1.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,357.00	4,432.00	1.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,357.00	4,432.00	1.7%
2) Ending Balance, June 30 (E + F1e)			4,432.00	4,507.00	1.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	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	4,432.00	4,507.00	1.7%
Capital Outlay	0000	9780	4,432.00		
Capital Outlay	0000	9780		4,507.00	
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	4,356.84		
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			4,356.84		
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)			4,356.84		
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	75.00	75.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			75.00	75.00	0.0%
TOTAL, REVENUES			75.00	75.00	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					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: Special Reserve Fund To: General Fund/CSSF		7612	0.00	0.00	0.0%
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%

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					
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	75.00	75.00	0.0%
5) TOTAL, REVENUES			75.00	75.00	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)			75.00	75.00	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)			75.00	75.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,357.00	4,432.00	1.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,357.00	4,432.00	1.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,357.00	4,432.00	1.7%
2) Ending Balance, June 30 (E + F1e)			4,432.00	4,507.00	1.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	4,432.00	4,507.00	1.7%
Capital Outlay	0000	9780	4,432.00		
Capital Outlay	0000	9780		4,507.00	
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

LOLETA UNION ELEMENTARY SCHOOL DISTRICT

ALL FUNDS

ADOPTED BUDGET

FISCAL YEAR 2022-23

6/8/2022

	General Fund/TRANS Unrestricted	General Fund/TRANS Restricted	General Fund/TRANS Total	----- SPECIAL REVENUE FUNDS ----- Cafeteria Fund	Special Reserves	Bond Construction	----- OTHER FUND TYPES ----- State School Facilities	Capital Outlay	Retiree Fund	Student Activity	Total All Funds
A. REVENUES											
Local Control Funding Formula	\$ 1,358,857	\$	\$ 1,358,857	\$	\$	\$	\$	\$	\$	\$	\$ 1,358,857
Federal Sources	216,385	317,794	534,179	66,498							600,677
Other State Sources	16,952	294,894	311,846	6,908							318,754
Other Local Sources	26,821	121,768	148,589	900			180	75			149,744
Total Revenue	1,619,015	734,456	2,353,471	74,306			180	75			2,428,032
B. EXPENDITURES											
Certificated Salaries	343,725	193,283	537,008								537,008
Classified Salaries	117,112	204,830	321,942	38,632							360,574
Employee Benefits	228,643	227,175	455,818	15,648							471,466
Supplies	78,258	37,167	115,425	56,465							171,890
Services & Other Operating	328,740	315,602	644,342	16,466							660,808
Capital Outlay											
Other Outgo	13,500	77,687	91,187								91,187
Support Costs	(4,166)	4,166									
Total Expenditures	1,105,812	1,059,910	2,165,722	127,211							2,292,933
C. EXCESS REVENUES (EXPENDITURES)	513,203	(325,454)	187,749	(52,905)			180	75			135,099
D. OTHER FINANCING SOURCES/USES											
Interfund Transfers In				65,159	185,000						250,159
Interfund Transfers Out	(250,159)		(250,159)								(250,159)
Other Sources											
Other Uses											
Contributions	(301,979)	301,979									
Total Other Sources (Uses)	(552,138)	301,979	(250,159)	65,159	185,000						
E. FUND BALANCE INCREASE (DECREASE)	(38,935)	(23,475)	(62,410)	12,254	185,000		180	75			135,099
F. ADJUSTED BEGINNING BALANCE	253,040	26,175	279,215	7,293			10,550	4,432		9,567	311,057
G. ENDING BALANCE	\$ 214,105	\$ 2,700	\$ 216,805	\$ 19,547	\$ 185,000	\$	\$ 10,730	\$ 4,507	\$	\$ 9,567	\$ 446,156

District Reserve of 11.54% includes:

Total General Fund Expenditures, Transfers out and Uses \$2,415,881
Recommended Minimum Reserve Calculation at 5%: \$120,794
Budgeted Reserve Level: 11.54%

General Fund Designated for Economic Uncertainty: \$ 93,757
Special Reserve Fund Ending Balance: \$ 185,000
TOTAL: \$ 278,757

MULTI-YEAR BUDGET PROJECTION

LOLETA UNION ELEMENTARY SCHOOL DISTRICT											6/8/2022
ALL FUNDS	General Fund/TRANS	ADOPTION Fund/TRANS	General Fund/TRANS	----- SPECIAL REVENUE FUNDS -----			----- OTHER FUND TYPES -----				
ADOPTION MULTI-YEAR PROJECTION	Fund/TRANS	Fund/TRANS	Fund/TRANS	Cafeteria Fund	Special Reserves	Bond Construction	State School Facilities	Capital Outlay	Retiree Fund	Student Activity	Total All Funds
FISCAL YEAR 2023-24	Unrestricted	Restricted	Total								
<hr/>											
A. REVENUES											
Local Control Funding Formula	\$ 1,432,017	\$	\$ 1,432,017	\$	\$	\$	\$	\$	\$	\$	\$ 1,432,017
Federal Sources	216,385	149,763	366,148	66,498							432,646
Other State Sources	16,952	156,860	173,812	6,908							180,720
Other Local Sources	26,821	121,768	148,589	900			180	75			149,744
	<hr/>										
Total Revenue	1,692,175	428,391	2,120,566	74,306			180	75			2,195,127
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B. EXPENDITURES											
Certificated Salaries	397,043	143,609	540,652								540,652
Classified Salaries	120,903	195,400	316,303	39,448							355,751
Employee Benefits	234,623	209,686	444,309	15,599							459,908
Supplies	83,543	29,227	112,770	56,465							169,235
Services & Other Operating	334,070	79,981	414,051	16,636							430,687
Capital Outlay											
Other Outgo	13,500	77,687	91,187								91,187
Support Costs	(4,166)	4,166									
	<hr/>										
Total Expenditures	1,179,516	739,756	1,919,272	128,148							2,047,420
<hr/>											
C. EXCESS REVENUES (EXPENDITURES)	512,659	(311,365)	201,294	(53,842)			180	75			147,707
<hr/>											
D. OTHER FINANCING SOURCES/USES											
Interfund Transfers In				65,159							65,159
Interfund Transfers Out	(65,159)		(65,159)								(65,159)
Other Sources											
Other Uses											
Contributions	(311,365)	311,365									
	<hr/>										
Total Other Sources (Uses)	(376,524)	311,365	(65,159)	65,159							
<hr/>											
E. FUND BALANCE INCREASE (DECREASE)	136,135		136,135	11,317			180	75			147,707
F. ADJUSTED BEGINNING BALANCE	214,105	2,700	216,805	19,547	185,000		10,730	4,507		9,567	446,156
<hr/>											
G. ENDING BALANCE	\$ 350,240	\$ 2,700	\$ 352,940	\$ 30,864	\$ 185,000	\$	\$ 10,910	\$ 4,582	\$	\$ 9,567	\$ 593,863
<hr/>											
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District Reserve of 20.3% includes:											
Total General Fund Expenditures, Transfers out and Uses		\$1,984,431	General Fund Designated for Economic Uncertainty:				\$ 217,892				
Recommended Minimum Reserve Calculation at 5%:		\$99,222	Special Reserve Fund Ending Balance:				\$ 185,000				
Budgeted Reserve Level:		20.30%	TOTAL:				\$ 402,892				

MULTI-YEAR BUDGET PROJECTION

LOLETA UNION ELEMENTARY SCHOOL DISTRICT											6/8/2022
ALL FUNDS											
ADOPTION MULTI-YEAR PROJECTION FISCAL YEAR 2024-25	General	General	General	----- SPECIAL REVENUE FUNDS -----			----- OTHER FUND TYPES -----				
	Fund/TRANS Unrestricted	Fund/TRANS Restricted	Fund/TRANS Total	Cafeteria Fund	Special Reserves	Bond Construction	State School Facilities	Capital Outlay	Retiree Fund	Student Activity	Total All Funds
A. REVENUES											
Local Control Funding Formula	\$ 1,486,201	\$	\$ 1,486,201	\$	\$	\$	\$	\$	\$	\$	\$ 1,486,201
Federal Sources	216,385	134,770	351,155	66,498							417,653
Other State Sources	16,952	149,331	166,283	6,908							173,191
Other Local Sources	26,821	121,768	148,589	900			180	75			149,744
Total Revenue	1,746,359	405,869	2,152,228	74,306			180	75			2,226,789
B. EXPENDITURES											
Certificated Salaries	399,667	144,681	544,348								544,348
Classified Salaries	123,893	199,415	323,308	40,256							363,564
Employee Benefits	235,553	210,184	445,737	15,646							461,383
Supplies	83,111	27,871	110,982	56,465							167,447
Services & Other Operating	337,567	57,458	395,025	16,814							411,839
Capital Outlay											
Other Outgo	13,500	77,687	91,187								91,187
Support Costs	(4,166)	4,166									
Total Expenditures	1,189,125	721,462	1,910,587	129,181							2,039,768
C. EXCESS REVENUES (EXPENDITURES)	557,234	(315,593)	241,641	(54,875)			180	75			187,021
D. OTHER FINANCING SOURCES/USES											
Interfund Transfers In				65,159							65,159
Interfund Transfers Out	(65,159)		(65,159)								(65,159)
Other Sources											
Other Uses											
Contributions	(315,593)	315,593									
Total Other Sources (Uses)	(380,752)	315,593	(65,159)	65,159							
E. FUND BALANCE INCREASE (DECREASE)	176,482		176,482	10,284			180	75			187,021
F. ADJUSTED BEGINNING BALANCE	350,240	2,700	352,940	30,864	185,000		10,910	4,582		9,567	593,863
G. ENDING BALANCE	\$ 526,722	\$ 2,700	\$ 529,422	\$ 41,148	\$ 185,000	\$	\$ 11,090	\$ 4,657	\$	\$ 9,567	\$ 780,884
<div> <div> <i>Total General Fund Expenditures, Transfers out and Uses</i> Recommended Minimum Reserve Calculation at 5%: <i>Budgeted Reserve Level:</i> </div> <div> \$1,975,746 \$98,787 29.32% </div> </div> <div> <i>District Reserve of 29.32% includes:</i> <i>General Fund Designated for Economic Uncertainty:</i> <i>Special Reserve Fund Ending Balance:</i> TOTAL: </div> <div> \$ 394,374 \$ 185,000 \$ 579,374 </div>											

LOLETA UNION ELEMENTARY SCHOOL DISTRICT
CASH FLOW WORKSHEET -- GENERAL FUND (INCLUDES RESERVE)

2022-2023

	0	1	2	3	4	5	6	7	8	9	10	11	12	
Actuals through the month of:	Before FY start	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
Beginning Cash		150,773	144,086	109,926	(64,398)	(174,748)	(204,908)	101,208	204,417	138,187	119,154	177,605	206,471	
Local Control Funding Formula		35,809	35,809	107,191	64,456	64,456	268,007	65,886	72,452	115,186	72,452	230,522	226,630	-
Federal Revenues		-	-	5,244	-	2,500	139,583	-	3,763	9,109	108,193	22,281	56,259	187,248
State Revenues		-	-	-	5,928	21,350	21,325	-	-	21,350	5,928	-	202,759	33,206
Local Revenues		7,894	7,986	13,100	14,337	13,098	14,091	13,730	16,372	10,959	10,959	11,932	13,381	750
Sources		-	-	-	-	-	-	-	-	-	-	-	-	-
Receivables		30,849	84,235	-	-	4,682	6	148,794	-	20,276	-	-	-	-
1000		8,739	20,311	56,720	53,756	51,371	54,094	56,908	52,585	55,410	43,951	34,969	48,194	-
2000		14,149	15,888	33,180	31,439	30,394	29,321	29,120	29,277	27,070	26,249	23,184	32,672	-
3000		13,240	19,462	44,320	41,398	46,336	42,128	39,174	43,028	42,479	38,447	32,524	53,283	-
4000		3,872	44,932	25,530	11,518	1,542	4,682	-	1,244	-	4,572	8,766	8,766	-
5000		41,239	61,597	140,108	36,280	6,603	6,673	-	32,683	70,955	25,862	24,454	197,889	-
6000		-	-	-	-	-	-	-	-	-	-	-	-	-
7000		-	-	-	20,680	-	-	-	-	-	-	-	70,507	-
TF in		-	-	-	-	-	-	-	-	-	-	-	-	-
TF out		-	-	-	-	-	-	-	-	-	-	-	65,159	-
Uses		-	-	-	-	-	-	-	-	-	-	-	-	-
Payables		-	-	-	-	-	-	-	-	-	-	111,973	-	-
Deferred Expense		-	-	-	-	-	-	-	-	-	-	-	-	-
TRANS Note Payable		-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expense		-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Balance		144,086	109,926	(64,398)	(174,748)	(204,908)	101,208	204,417	138,187	119,154	177,605	206,471	229,029	

Total Projected Receivables (including deferred appropriations if any): 221,204
Final Projected Cash Balance General/Charter Fund, TRANS, Reserve: **\$229,029**

District: Loleta
CDS #: 62927

**Adopted Budget
2022-23 Budget Attachment
Balances in Excess of Minimum Reserve Requirements**

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

A. Combined Assigned and Unassigned/ Unappropriated Fund Balances:			
Form	Fund Form	Object	2022-23 Budget
01 17	General Fund:		
	Assigned	9780	\$119,348
	Reserve for Economic Uncertainties	9789	\$93,757
	Unassigned/Unappropriated	9790	\$0
	Special Reserve Fund:		
	Reserve for Economic Uncertainties	9789	\$185,000
	Unassigned/Unappropriated	9790	\$0
	Total Assigned/Unassigned Ending Fund Balances		\$398,105
B. District's Standard Reserve:			
Form	Criteria and Standards Review	Criterion	2022-23 Budget
	District Standard Reserve Level	10B-4	5%
	District Minimum Reserve for Economic Uncertainties	10B-7	\$120,794
C. Assigned and Unassigned Ending Fund Balances in Excess of Minimum Reserve Standard			
Fund		Object	2022-23 Budget
01	Assigned	9780	\$119,348
01/17	Reserve for Economic Uncertainties	9789-90	\$278,757
	Total Assigned/Unassigned Ending Fund Balances		\$398,105
D. Balance Required to Substantiate Need (C minus B)			\$277,311

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

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties			
E. Assigned Ending Fund Balances			
Fund 01	Description	Amount	Description of Need
	Litigation	\$98,908	There is a necessity for these funds due to current litigation
	Donations	\$4,440	These funds are donations that are received for specific needs.
	State Lottery Revenue	\$16,000	These funds are being reserved for necessary curriculum adoptions that need to be done in the near future.
F. Designated for Economic Uncertainties		Amount	Description of Need
Fund 01 and 17	Total available reserve balance over the Reserve Standard	\$157,963	
G. Total Substantiated Balance (Sum of E & F)		Amount	
	Total assigned and designated for economic uncertainties above the Reserve standard	\$277,311	Balance should equal D above

May 16, 2022

MEMORANDUM

To: District Superintendents and Business Managers

From: Corey Weber, Assistant Superintendent of Business Services

SUBJECT: EDUCATION PROTECTION ACCOUNT (EPA) PROJECTIONS

Pursuant to Article XIII, Section 36 of the California Constitution, school districts, county offices of education, and community college districts are required to determine how the moneys received from the Education Protection Account (EPA) are spent in the school or schools within its jurisdiction, provided that the governing board makes the spending determinations in an open session of a public meeting. The language in the constitutional amendment requires that funds shall not be used for the salaries and benefits of administrators or any other administrative costs. We have enclosed a sample resolution that your district may utilize to fulfill the spending determinations requirement. There is also a requirement that districts must annually post on its website an accounting of how much money was received from EPA and how that money was spent.

For 2022-2021, please plan on including the requirement for a public hearing and board action as part of your June board meeting. Thus, both the budget and EPA need to be listed as a public hearing item on your agenda, with separate actions for the adoption of each. The projected 2022-2023 EPA revenue can be found on the “EPA” tab of the LCFF Calculator. The spending plan should be approved by the Board at the same time the budget is adopted, **but as an action separate from the actions taken to adopt the budget.**

For your convenience, we have included a sample format in Excel that can be used for meeting this requirement, **as well as the requirement to post the final use of EPA funds for 2021-2022 once the fiscal year is closed.** The sample exhibit mirrors the Program by Resource Report from the CDE’s Standardized Account Code Structure (SACS) software. Please note that in the sample exhibit, expenditures are displayed by function code and not by object code.

If you have any questions or concerns about EPA reporting requirements, please call me at (707) 445-7066.

CW:cm

Attachments

**SAMPLE RESOLUTION REGARDING
THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(t);

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(t) that will be available for transfer into the Education Protection Account during the next fiscal year;

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;

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;

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;

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;

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;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

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;

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;

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 _____;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the _____ has determined to spend the monies received from the Education Protection Act as attached.

DATED: _____ 2022.

Board Member

Board Member

Board Member

Board Member

Board Member

2021-2022 Education Protection Account
Program by Resource Report
Expenditures by Function- Detail

Actual Expenditures for the period of July 1, 2021 through June 30, 2022

For Fund 01, Resource 1400 Education Protection Account

Description		Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
	Object:	
Beginning Balance	8999	0.00
Revenue Limit Source	8012	170,938.00
Revenue Limit Source-Prior Year	8019	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		170,938.00
EXPENDITURES AND OTHER FINANCING USES		
	Functions:	
Instruction	1000-1999	170,938.00
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		170,938.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

N:\BUSINESS & ADMINISTRATIVE SERVICES\FISCAL SERVICES\Administration Share\Tickler\2022-23

2022-2023
Education Protection Account
Program by Resource Report
Expenditures by Function- Detail

Projected Expenditures for the period of July 1, 2022 through June 30, 2023
For Fund 01, Resource 1400 Education Protection Account

Description		Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Beginning Balance	Object: 8999	0.00
Revenue Limit Source	8012	170,938.00
Revenue Limit Source-Prior Year	8019	
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		170,938.00
EXPENDITURES AND OTHER FINANCING USES		
Instruction	Functions: 1000-1999	170,938.00
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		170,938.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

N:\BUSINESS & ADMINISTRATIVE SERVICES\FISCAL SERVICES\Administration Share\Tickler\2022-23

**Memorandum of Understanding
between
Humboldt County Office of Education
and
Loleta Union School District and Loleta School**

This Memorandum of Understanding (“MOU”) is entered into as of July 1, 2022, among the Humboldt County Office of Education (“HCOE”), (“DISTRICT”), and (“SCHOOL”)

Recitals:

The Parties intend to work together with the Humboldt County Office of Education’s After School Education and Safety Grant (ASES) Program Consortium toward the mutual goal of improving academic and enrichment outcomes for students through a youth development approach that provides key experiences for healthy development: safe environment, caring, supportive relationships, challenging and engaging learning experiences, meaningful participation, healthy snacks, physical activity, and community involvement for students during after school hours. The Parties agree that the implementation of the ASES, as described herein, will further these goals.

To that end, each party agrees to participate in the ASES program described herein (the “Program”) by coordinating and providing the following services through June 2025.

HCOE agrees to do each of the following:

- Serve as fiscal agent for this Consortium and ensure financial compliance with the California Department of Education (CDE) guidelines for up to 15% administrative costs as allowed by the grant.
- Maintain financial records to ensure accuracy for ASES Program and prepare program and expenditure reports as required by CDE.
- Serve as liaison between CDE and Districts/Sites, which includes communicating on behalf of District/Site, submitting relevant and/or required paperwork, supporting District/Sites as necessary or as requested, and participating in site visits conducted by CDE and/or its designee.
- Collect and compile data from sites for evaluation and oversee evaluation as stipulated by CDE.
- Collaborate with Region 1 System of Support in Expanded Learning Lead and other partners to provide technical assistance, training and sustainability strategies to sites and program staff based on site and/or consortium identified needs.
- Coordinate and participate in scheduled Consortium meetings and Redwood Afterschool Network (RAN) to share information and best practices, coordinate/provide training, as well as to develop strategies to improve, sustain and promote expanded learning programs.

DISTRICT agrees to do each of the following:

- Administer the expanded learning programs at (school site) for xx students in accordance with ASES grant guidelines and requirements, including those identified in Attachment 1 (General Assurances) and Education Code. (Please note that a failure to maintain attendance

targets can result in an involuntary reduction of grant funds by CDE.)

- Ensure that ASES funds will supplement, not supplant, any existing services and funds.
- Allow HCOE Program Coordinator/Fiscal Staff access to district's ASES financial records and transactions in order to support ongoing fiscal compliance with ASES expenditure guidelines
- Ensure that funds received under the ASES program are expended only for those services and supports for which they are granted and with alignment of documented program needs as determined with the Site Coordinator.
- Submit budget revisions and quarterly invoices with financial activity reports as backup documentation to HCOE for ASES program expenditures within the timeline requested by HCOE for timely submission of HCOE Consortium Expenditure Reports.
- Keep accurate attendance records as required by CDE including, but not limited to the number of pupils served and expenditure of funds for which they were granted.
- Submit electronic and signed original attendance reports to HCOE no later than the 10th of January and July for mid-year and end of year HCOE Consortium reports to CDE.
- Cooperate/participate with designated evaluator(s) to develop, collect, input and report assessment data as required by CDE as part of data-driven Program Continuous Quality Improvement Process (CQI)
- Assign district/site representative/s to participate in Consortium meetings and RAN meetings to share information and best practices, participate in staff development opportunities, and develop strategies to improve and sustain expanded learning programs.

SCHOOL agrees to do each of the following:

- Operate the expanded learning program for a minimum of 15 hours per week beginning immediately upon the conclusion of the regular school day, 5 days a week, and remain open at least until 6:00 PM on every regular school day. Please note that programs can close for up to 3 days for staff development, provided adequate notice is provided to parents/caregivers and CDE required documentation is on file.
- Maintain a staff/student ratio of no more than 20:1 for K-12th grade and 10:1 for TK with staff members who *directly* supervise students meeting the minimum qualifications for an instructional aide, pursuant to the district policies, before working with students.
- Maintain record of staff meeting minimum qualification for positions working with students.
- Ensure that all staff and volunteers are subjected to health screening and fingerprint clearance requirements in current law and district/HCOE policy, before they are allowed to work with students.
- Provide alignment between the school day and expanded learning programming that supports the school's discipline policies, core curriculum, state standards, safety plan and wellness policies.
- Provide a nutritional snack daily that meets the guidelines outlined in Education Code Section 49430.
- Submit an annual operating budget plan developed with the Site Coordinator with clear justification provided as to what will be spent and on what, as evidenced by the Site Coordinator's signature on the budget form provided by HCOE.
- Collect and input program data as required by CDE/ASES grant contract (including accurate

daily attendance, student and parent volunteer sign-in sheets, annual staff, parent and student satisfaction surveys, and CQI Process) for contributing to the HCOE Consortium reports. Provide key experiences with highly qualified and trained staff that promote youth development: safe environment, caring supportive relationships, community involvement, challenging and engaging learning experiences and meaningful participation by students and parents.

- Donations, from the school/district, community organizations, government agencies or the private sector for each dollar received in grant funds and not more than 25% of the match requirement fulfilled by facilities or space usage.
- Will adhere to current ASES legislation regarding charging student fees.
- Subcontract with community-based organizations or appropriate partners as necessary to deliver components of ASES programming (i.e., educational enrichment activities).
- Participate in expanded learning program staff training, coaching and mentoring as coordinated by HCOE, Regional Lead and/or CDE.
- Participate in HCOE Consortium and Redwood Afterschool Networking meetings.
- Become familiar with ASES Education Code 8482- 8484.6 Education Code 8484.-8484.9

SCHOOL also agrees to support the ASES program by providing the following:

- Facilities, utilities and janitorial services.
- Integration of existing educational, enrichment, health and recreational programs and services.
- Administrative oversight and support in the development of afterschool safety procedures such as fire, earthquake, lockdown and other safety procedures specific to expanded learning program time.
- Administration and clerical support of site program.
- Supervision, staff development, and support for expanded learning program staff.
- Use of equipment, desk space, technology and necessary keys.
- Recruitment, outreach and communication.

Indemnification

In accordance with the provisions of Government Code sections 895.4, 895.6, and 6508.1: a. Each party agrees to indemnify and hold each of the other PARTIES and their officers, employees, and agents harmless from any and all expense and liability for damage, actual or alleged, to persons or property arising out of or resulting from negligent acts or omissions or willful misconduct of the indemnifying party or its officers, employees, or agents.

DISTRICT and SCHOOL agree to indemnify and hold HCOE and its officers, employees, and agents harmless from any and all expense and liability for damage, actual or alleged, to persons or property arising by or from any cause whatsoever arising from or connected with any activity carried out in connection with the Program under the jurisdiction, authority, or control of the indemnifying party or their respective officers, employees, or agents, excepting only such damage arising out of or resulting from negligent acts or omissions or willful misconduct of HCOE or its officers, employees, or agents.

Terms

The term of this MOU shall commence on July 1, 2022 and remain in effect until June 30, 2025 (Grant Cycle A) and are renewable contingent upon continuation of grant funds thereafter on an annual basis. This agreement may be terminated by mutual agreement at any time or by 90 days advance written notification by one party to the other. If one party fails to perform any of its obligations hereunder, within the time and in the manner hereunder provided or otherwise violates any of the terms of the Agreement, the other party may terminate this Agreement immediately by giving written notice of such termination, stating the reason for such termination.

This Agreement shall be construed and enforced in accordance with the laws of the State of California. Every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted, and this contract shall be read and enforced as though it were included, and if through mistake or otherwise any provision is not inserted or is not correctly inserted, upon application of either party the contract shall be amended to make the insertion or correction. All references to statutes and regulations shall include all amendments, replacements, and enactments on the subject which are in effect as of the date of this Agreement and any later changes which do not materially and substantially alter the positions of the Parties.

The parties agree that the maximum amount of reimbursement of subcontractor under this Agreement shall be: 7/1/22 - 6/30/25 with a grant award based on 32 students @ \$10.18/day x 180 days of operation for an estimated total award of \$91,336.83. The total grant award will be reduced by 6.5% for HCOE Administrative costs. The total grant award for site level use is estimated to be \$85,400. The final figure will be communicated on an annual basis via the yearly annual budget. If the CDE increases or decreases the grant award, the school will be notified immediately.

Superintendent,
Humboldt County Office of Education

Jennifer Fairbanks
[Jennifer Fairbanks \(Jun 13, 2022 11:16 PDT\)](#)

Superintendent/Principal,
Loleta School District

Date

Jun 13, 2022

Date

Attachment 1

Required After School Education and Safety Grant Assurances

1. The program will include 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 (EC Section 8482.3[c][1][A], 8482.3[f][6], and 8483.3[c][1]).
2. The program will have an educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities (EC sections 8482.3[c][1][B], 8482.3[f][6], and 8483.3[c][2]). Such activities might involve Science, Technology, Engineering, and Mathematics, The arts, music, physical activity, health promotion, general recreation, technology, career awareness, and activities to support positive youth development.
3. The program will agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with EC Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2. The program will 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 (EC sections 8482.3[d][1], 8482.3[d][2], and 8483.3[c][8]).
4. Each partner in the application agrees to share responsibility for the quality of the program (EC Section 8482.3[f][3]).
5. The program agrees to follow all fiscal reporting and auditing standards required by the CDE (EC Section 8482.3[f][5]).
6. Program agrees to provide information to the department for the purpose of program evaluation and will certify that program evaluations will be based upon any requirements recommended by the Advisory Committee on Before and After School Programs and adopted by the state board, including the annual outcomebased data for evaluation (EC sections 8482.3[f][7], 8482.3[f][8], 8483.3[c][11], and 8484[a]).
7. The program will provide attendance data on participating pupils in the expanded learning program and the continuous quality improvement process to the CDE on an annual basis (EC sections 8482.3[f][10][A] and 8484[a][1][A]).
8. As required by the CDE, programs will submit program attendance on a semiannual basis (EC sections 8482.3[f][10][B] and 8484[a][1][B]).
9. The program will review their after school program plans every three years. The review is to include, but not limited to program goals (a program may specify any new program goals that will apply to the following three years during the grant renewal

process), program content, outcome measures that the program will use for the next three years, and any other information requested by the CDE. If the program goals or outcome measures change as a result of this review, the program shall notify the CDE. The grantee shall maintain documentation of the after school program plan for a minimum of five years (EC sections 8482.3[g][1][A] and 8482.3[g][1][F]).

10. The program acknowledges that the CDE shall monitor this review as part of its onsite monitoring process (EC Section 8482.3[g][2]).

11. Every program established pursuant to this article shall be planned through a collaborative process that includes parents, youth, and representatives of participating public schools, governmental agencies, such as city and county parks and recreation departments, local law enforcement, community organizations, and the private sector (EC Section 8482.5[b]).

12. Every pupil attending a school operating a program is eligible to participate in the program, subject to program capacity (EC Section 8482.6).

13. A program is not required to charge family fees or conduct individual eligibility determination based on need or income (EC Section 8482.6).

14. Offsite programs shall align the educational and literacy component of the program with participating pupils' regular school programs (EC sections 8482.8[a][2] and 8484.6[a]). Offsite programs will ensure communication among teachers in the regular school program, after school staff and parents of students. Offsite programs will ensure communication among teachers in the regular school program, staff in the before school and after school components of the program, and parents of pupils (EC Section 8482.8[a][2]).

15. A program that requests approval to operate an offsite program shall describe the manner in which the applicant intends to provide safe, supervised transportation between school sites; ensure communication among teachers in the regular school program, staff in the before school and after school components of the program, and parents of pupils; and coordinate the educational and literacy component of the before and after school components of the program with the regular school programs of participating pupils. (EC Section 8482.8[a][2]). No program located off school grounds shall be approved unless safe transportation is provided to the pupils enrolled in the program (EC Section 8484.6[a]).

16. The program will commence immediately upon the conclusion of the regular school day. (Note: A regular school day is any day that students attend and instruction takes place.) (EC Section 8483[a][1]).

17. The program will operate for a minimum of 15 hours per week (EC Section

8483[a][1]).

18. The program will operate until at least 6 p.m., on every regular school day (EC Section 8483[a][1]).

19. The program will establish a policy regarding reasonable early daily release of pupils from the program (EC Section 8483[a][1]).

20. Elementary school and middle school or junior high pupils should participate in the full day of the program every day during which pupils participate (EC Section 8483[a][2]).

21. For middle school or junior high school, programs may implement a flexible attendance schedule for those pupils (EC Section 8483[a][3]).

22. First priority for enrollment of pupils in an after school program shall be given to homeless youth, pupils identified by the program as being in foster care, and to pupils eligible for free or reduced Priced meals (EC Section 8483[c][1][a]) and second priority shall be given to middle school and junior high pupils who attend program daily (EC Section 8483(c)[1][b]) After School Education and Safety Program Universal 2019–20.

23. The program will provide a safe physical and emotional environment, opportunities for relationship building, and promote active pupil engagement (EC Section 8483.3[c][3]).

24. The program will provide staff training and development (EC Section 8483.3[c][4]).

25. The program will integrate with the regular school day and other expanded learning opportunities (EC Section 8483.3[c][5]).

26. The program will engage in community collaboration, including, but not limited to, demonstrated support of the school site principal and staff (EC Section 8483.3[c][6]).

27. The program will provide opportunities for physical activity (EC Section 8483.3[c][7]).

28. The program will assume fiscal accountability (EC Section 8483.3[c][9]).

29. The program will meet all of the evaluation requirements (EC Section 8483.3[c][11]) and any such data required by the CDE.

30. The program will engage in the collection and use of pupil social, behavioral, or skill development data collection to support quality program improvement processes

(EC Section 8483.3[c][12]).

31. The program will ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1 (EC Section 8483.4).

32. The program will 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 (EC Section 8483.4). California Department of Education Revised: 25-Aug-2021 After School Education and Safety Program California Education Code Certified Assurances Page 5

33. Selection of the program site supervisors shall be subject to the approval of the school site principal (EC Section 8483.4).

34. All program staff and volunteers will 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 (EC Section 8483.4).

35. All funds expended will supplement, but not supplant, existing funding for after school programs. State categorical funds for remedial education activities shall not be used to make the required contribution of local funds for those after school programs (EC sections 8483.5[e] and 8483.7[b]).

36. The program may provide three days of staff development during regular program hours using funds from the total grant award (EC Section 8483.7[a][4]).

37. The program will provide an amount of cash or in-kind local funds equal to not less than one-third of the total grant from the school district, governmental agencies, community organizations, or the private sector. Facilities or space usage may fulfill not more than 25 percent of the required local contribution (EC Section 8483.7[a][7]).

38. The program acknowledges that State categorical funds for remedial education activities shall not be used to make the required contribution of local funds for those after school programs (EC Section 8483.7[b]).

39. A program may expend on indirect costs no more than the lesser the school district's indirect cost rate, as approved by the CDE for the appropriate fiscal year or five percent of the state program funding received (EC Section 8483.9[a]).

40. The program may expend no more than 15 percent of that funding on administrative costs, which include indirect costs (EC Section 8483.9[b]).

41. A program will ensure that no less than 85 percent of that funding is allocated to

school sites for direct services to pupils. The cost of a program site supervisor may be included as direct services, provided that at least 85 percent of the site supervisor's time is spent at the program site (EC Section 8483.9[c]). California Department of Education Revised: 25-Aug-2021 After School Education and Safety Program
California Education Code Certified Assurances Page 6

42. The program shall submit evidence of a data-driven program quality improvement process that is based on CDE's guidance on program quality standards (EC Section 8484[a][2]).

43. Programs may be conducted upon the grounds of a community park, recreational facility, or other site as approved by the State Department of Education in the grant application process (EC Section 8484.6[a]).

44. An offsite program shall comply with all statutory and regulatory requirements that are applicable to similar programs conducted on the school site (EC Section 8484.6[b]).

45. If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the CDE in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language (EC Section 48985[a]).






Loleta ASES MOU 2022-2025

Final Audit Report

2022-06-13

Created:	2022-06-13
By:	Olivia Kernen (OKernen@hcoe.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAbm0ZIExrud3ld8wxgX5loAArvHbHL1cr

"Loleta ASES MOU 2022-2025" History

-  Document created by Olivia Kernen (OKernen@hcoe.org)
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-  Agreement completed.
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COMMUNITY SCHOOLS GRANT LOLETA 2022

OVERVIEW FOR BOARD JUNE 2022



THE FOUR PILLARS OF COMMUNITY SCHOOLS

1- INTEGRATED STUDENT SUPPORTS

2- EXPANDED AND ENRICHED LEARNING TIME AND OPPORTUNITIES

3- ACTIVE FAMILY AND COMMUNITY ENGAGEMENT

4- COLLABORATIVE LEADERSHIP AND PRACTICES

INTEGRATED STUDENT SUPPORTS - PILLAR #1

- ❖ **WHOLE CHILD APPROACH**
- ❖ **ATTENTION TO SOCIAL EMOTIONAL and ACADEMIC LEARNING**
- ❖ **PROVIDE ONSITE SERVICES TO REMOVE BARRIERS TO ACADEMIC SUCCESS**
- ❖ **WRAPAROUND SERVICES**

PILLAR #1 CONTINUED.....

- **WEEKLY MEETINGS WITH THE COST TEAM (COORDINATION OF SERVICES) TO DISCUSS SERVICES AND FOLLOW THROUGH OF THOSE SERVICES FOR STUDENTS AT-RISK**
 - **Needing SST's, follow up IEP's, referrals to counseling services**

PILLAR #1 CONTINUED.....

- ❖ SCHOOL CLIMATE IS SAFE, PREDICTABLE AND INCLUSIVE
- ❖ WARM/ INVITING, WELCOMING CLASSROOM SETTINGS
- ❖ RELATIONSHIP BUILDING FOCUSING ON SUPPORT
- ❖ RELEVANT TEACHING AND LEARNING TO PROMOTE ENGAGEMENT
- ❖ REGULAR OBSERVATIONS AND EVALUATIONS OF ALL STAFF
 - CLASSIFIED AND CERTIFICATED

PILLAR #1 CONTINUED.....

- ❖ MONTHLY ASSEMBLIES

- ❖ ZEN DEN

- Calming
- Rest period
- Restorative session
- Mediation

Pillar #1 Continued.....

- ❖ **SENSORY ROOM**
 - Calming down to be able to be present
 - Time to refocus
- ❖ **IMPLEMENT UTK PROGRAM**
- ❖ **ACTIVE SUPERVISION DURING UNSTRUCTURED TIMES-
RECESS/LUNCH/BEFORE SCHOOL/AFTER SCHOOL**

PILLAR #1 CONTINUED.....

- ❖ CONTINUE STUDENT STORE AND COUGAR CASH
- ❖ EXPECTATIONS FOR A WEEKLY POSITIVE GOOD NEWS NOTES HOME VIA MAIL FOR STUDENTS WITH TRACKING TO ENSURE ALL STUDENTS HAVE SOME SORT OF POSITIVE NOTIFICATION
- ❖ CONTINUE TO UTILIZE SWISS FOR BEHAVIOR TRACKING FORMS
- ❖ ADD UTILIZATION OF POWER SCHOOL INCIDENT DOCUMENTATION FOR SUSPENSIONS, ASSERTIVE DISCIPLINE AND PARENT CONTACTS
 - *Training likely needed on this
- ❖ CONTINUE TO WORK COLLABORATIVELY WITH HCOE TO PROVIDE APPROPRIATE SPED SERVICES FOR YOUTH to include Behavior Intervention services as needed (cost may be incurred)

EXPANDED AND ENRICHED LEARNING TIME AND OPPORTUNITIES- PILLAR #2

- ❖ ONCE BUDGET IS STABLE OFFER WORK PERMITS TO OLDER STUDENTS TO LEARN WORK ETHIC AND RESPONSIBILITY; ALONG WITH THE PROCESS OF INTERVIEWING
- ❖ ASK FOR HUMBOLDT COUNTY LOCAL BUSINESS OWNERS AND PROFESSIONALS TO COME DO PRESENTATIONS ABOUT WHAT THEY DO AND HOW THEY GOT THERE (5-8TH GRADE)
- ❖ UTILIZE FIELD TRIPS TO PROVIDE OPTIONS FOR STUDENTS TO BE EXPOSED TO ENRICHED LEARNING
- ❖

PILLAR 2 CONTINUED.....

- ❖ INVITE HUMBOLDT STATE/CR TO DO PRESENTATIONS FOR 5TH-8TH GRADE STUDENTS
- ❖ INVITE CCC AND JOB CORPS TO DO PRESENTATIONS FOR 7TH-8TH GRADE STUDENTS
- ❖ SURVEY STUDENTS ON WHO THEY MAY LIKE TO HAVE DO PRESENTATIONS

ACTIVE FAMILY AND COMMUNITY ENGAGEMENT PILLAR #3

MORE TO BE ADDED.....

- ❖ **SEPTEMBER–NATIVE AMERICAN DAY**
- ❖ **OCTOBER- HARVEST FESTIVAL DAY**
- ❖ **ELAC MONTHLY ADVISORY MEETINGS**
- ❖ **ADVISORY MEETINGS QUARTERLY OR MORE OFTEN AS NEEDED**
- ❖ **REQUIRE ALL TEACHERS TO SEND A MONTHLY NEWSLETTER TO PARENTS VIA EMAIL AND TO BE INCLUDED IN MONTHLY PACKET HOME**

PILLAR #3 CONTINUED.....

FAMILY NIGHTS- (potentially more to be added)

HALLOWEEN

WINTER BREAK EVENT

FIELD DAY IN SPRING

PRE-GRADUATION EVENT

Pillar 3 Continued.....

- ❖ **CONTINUE TO USE ALL CALL SYSTEM TO KEEP PARENTS INFORMED OF UPCOMING EVENTS**
- ❖ **LUNCH ON THE LAWN REGULARLY**

COLLABORATIVE LEADERSHIP AND PRACTICES- 4TH PILLAR

- ❖ **DEVELOP AN ASB PROGRAM WITH STUDENTS REPRESENTATIVES**
- ❖ **WORK WITH VARIOUS PARENT GROUPS TO ENCOURAGE MORE COLLABORATION**
- ❖ **WORK WITH STAFF AND FAMILIES TO IMPLEMENT FAMILY NIGHTS**
- ❖ **CONTINUE TO ADMINISTER SURVEYS TO ENGAGE PARENTS AND SOLICIT FEEDBACK**
- ❖ **8th GRADE PLANNING COMMITTEE/FUNDRAISING**

PROFESSIONAL DEVELOPMENT

- ❖ HCOE TO PROVIDE SUPPORT IN IDENTIFYING PD FOR ALL STAFF ON EQUITY, MICROAGGRESSIONS, AND INTRINSIC BIAS
- ❖ TRAINING TO BE PROVIDED TO STAFF ON PBIS, MTSS, AND OTHER TRAUMA INFORMED BEST PRACTICES THROUGHOUT THE YEAR
- ❖ TRAININGS TO BE PROVIDED ON SYSTEMS FOR STUDENT STUDY TEAM REFERRALS AND IEP IMPLEMENTATION
- ❖ ONGOING TRAININGS FOR STAFF IN PBIS AND MTSS
- ❖ TRAINING IN INTERGENERATIONAL TRAUMA
- ❖ TRAININGS ON UTILIZATION OF POWER SCHOOL DOCUMENTATION

SUPPORT FROM.....

LOLETA COMMUNITY RESOURCE CENTER

CENTRO DEL PUEBLO (ELAC)

BEAR RIVER BAND OF ROHNERVILLE RANCHERIA

WIYOT TRIBE

TRUE NORTH

HCOE



HUMBOLDT COUNTY OFFICE OF EDUCATION

Certificated Service Application Form

Special Note: Please read carefully all instructions prior to completing this application.

Position Applied For: Community Grant Coordinator

Name: Jennifer Fairbanks

Date: 06.14.2022

Address:

Work Phone:

Home Phone:

Cell Phone:

Email:

Date Available for Employment: 07.01.2022

ALL SCHOOL EMPLOYEES ARE REQUIRED TO BE TESTED FOR TUBERCULOSIS AND MUST PRESENT EVIDENCE OF FREEDOM FROM THE DISEASE.
SOCIAL SECURITY CARD AND VERIFICATION OF EMPLOYMENT ELIGIBILITY WILL BE REQUIRED AT TIME OF EMPLOYMENT.

California Credentials and Permits Held:

Type and Level	Date of Expiration
Multiple Subjects Teaching Credential	07-01-2023
Administrative Credential - Clear	07-01-2023
Administrative Coaching Certificate	Annually; unless I attend CNET twice a year at HCOE

Are you or have you been a member of the California State Teacher's Retirement System? Yes ☐ No ☐

Please answer the following questions if applicable to the position(s) for which you have applied:

a. **Languages you can read, speak or write other than English:** Minimal Spanish

Sign Language? ☐ **Type of Sign:** _____

b. Do you have qualifications which especially equip you to work with culturally different, minority groups, multi-ethnic programs and/or those with unique disabilities? Yes ☒ No ☐ If "yes", include a brief explanation with your application outlining those qualifications which may be applicable to the position(s) you are seeking.

I certify that I meet the academic training and experience requirements as specified in the announcement and/or job description and that all information contained in this application and in the supplementary material filed with it is true and accurate. I authorize the contact of any present or former employers to verify any information pertaining to this application, and I release from liability any person or organization furnishing such information. I understand that any false statements or omissions of material facts will subject me to disqualification or dismissal if employed.

Date: 06.14.2022

Signature: _____

EMPLOYMENT HISTORY

Present Position Title: Interim Principal/ Teacher	Employed Since: 07.01.2021
Present Employer: Loleta Union School District	Employer's Telephone: 707-733-5705
Current Immediate Supervisor: Christine Frazier	
Grade Levels and Subjects:	

Previous Teaching Experience: *(List most recent position first. If none, report student teaching experience. Indicate type: regular, substitute, or student teaching.)*

Type	Grades or Subjects	School/District	Dates	
			From	To
Admin	Coordinator of Instructional Learning	HCOE	01.1991	07.01.2021
Teacher	7-12 grade at Community School Sites and Court School Sites	HCOE	1993	2003
Instructional Aide	7-12 grade at Community School Sites and Court School Sites	HCOE	1990	1993

Previous Administrative Experience: *(List most recent position first.)*

Position Title	Part-Time or Full-Time	School/District	Dates	
			From	To
Interim Principal	FT	LUSD	04.01.2022	06.30.2022
Coordinator of Instructional Leadership	FT	HCOE	1.1991	07.01.2021

Previous Work Experience Other Than Teaching/School Administration: *(List most recent position first.)*

Position Title	Part-Time or Full-Time	Employer	Dates	
			From	To
Juvenile Hall - Group Counselor	PT	Humboldt County Probation Department	1992	1995
Waitress	PT	Eureka Inn	1990	1993

EDUCATION: List each college or university from which you have received a degree. Indicate the number of semester units* beyond your Bachelors degree. List your most recent education first. Enclose copies of official transcripts with this application **ONLY** if required on vacancy announcement. (*One quarter unit is equal to 2/3 of a semester unit.)

School or Institution and Location	
Major:	Minor:
Degree or Semester Units:	

School or Institution and Location	
Major:	Minor:
Degree or Semester Units:	

School or Institution and Location	
Major:	Minor:
Degree or Semester Units:	

PLEASE LIST conferences/workshops you have attended in the last five years.

Title:	Sponsor:
Title:	Sponsor:
Title:	Sponsor:
Title:	Sponsor:
Title:	Sponsor:

If the answer is "yes" to any of the following questions, attach a separate sheet to this application explaining fully the circumstances involved.

- ☐ Yes ☐ No Have you ever had any credential, application, permit, license or other document authorizing public school service or teaching suspended, revoked, voided, denied and/or otherwise rejected for cause in California or any other state or place?
- ☐ Yes ☐ No Have you resigned from or otherwise left public or private school employment to avoid investigation for alleged misconduct and/or dismissal in California or any other state or place?
- ☐ Yes ☐ No Have you ever been dismissed or not reemployed in any probationary or permanent teaching position?
- ☐ Yes ☐ No Are you now the subject of any inquiry, disciplinary action, review or investigation by a teacher licensing agency, or in the courts of California or any other state in connection with any alleged misconduct?
- ☐ Yes ☐ No Is any adverse action now pending against any credential/permit/waiver you hold which authorizes public/private school service or teaching in California or any other state?
- ☐ Yes ☐ No Have you ever pleaded guilty or been convicted of any crime? (Read Instruction 7 on the Information for Applicants before answering this question.)
- ☐ Yes ☐ No Have you been arrested for any felony or misdemeanor for which you are currently out on bail or on your own recognizance?

A "yes" answer to any of the above questions is not an absolute bar to employment.

EDUCATION: List each college or university from which you have received a degree. Indicate the number of semester units* beyond your Bachelors degree. List your most recent education first. Enclose copies of official transcripts with this application **ONLY** if required on vacancy announcement. (*One quarter unit is equal to 2/3 of a semester unit.)

School or Institution and Location —Humboldt State University	
Major: <u>Psychology</u> —	Minor: — <u>Sociology</u>
Degree or Semester Units: — <u>Bachelor's Degree</u>	

School or Institution and Location —Humboldt State University	
Major: — <u>Teaching Credential</u>	Minor:
Degree or Semester Units: — <u>Teaching Credential</u>	

School or Institution and Location Humboldt State University	
Major: <u>Administrative Credential</u>	Minor:
Degree or Semester Units: <u>Administrative Credential</u>	

School or Institution and Location —ACSA- Sacramento, CA	
Major: <u>Certified Coach for Clearing Administrative Credentials –</u>	Minor: —
Degree or Semester Units: <u>NA</u> —	

PLEASE LIST conferences/workshops you have attended in the last five years.

Title: — <u>CNET coaching certification</u>	Sponsor: — <u>ACSA</u>
Title: <u>SPED workshops on various topics including law</u> —	Sponsor: — <u>School and College Legal Services</u>
Title: — <u>Student Programs and Services monthly</u>	Sponsor: — <u>CDE</u>
Title: <u>PBIS</u> —	Sponsor: <u>HCOE</u> —
Title: <u>Consolidated Application monthly</u> —	Sponsor: — <u>CDE</u>

If the answer is "yes" to any of the following questions, attach a separate sheet to this application explaining fully the circumstances involved.

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- ☐ Yes ☒ No Have you been arrested for any felony or misdemeanor for which you are currently out on bail or on your own recognizance?

A "yes" answer to any of the above questions is not an absolute bar to employment.

REFERENCES: (Six references are requested from all applicants.)

- a. Required References:** Other than your current supervisor listed previously, you should list as references those individuals under whom you served for a minimum of one year during the previous ten years.
- b. Optional References:** You may list other professional references who are capable of attesting to your ability to perform in the position(s) for which you have applied.

(Check box "a" if it is a **REQUIRED** reference, and box "b" if it is an **OPTIONAL** reference.)

<input checked="" type="checkbox"/> a <input type="checkbox"/> b	Name: <u>Garry Eagles</u>	Current Position: <u>Retired HCOE Superintendent</u>
Address: <u>Eureka, CA 95503</u>		
Telephone: (Home): _____ (Cell): <u>707-499-0250</u>		

<input type="checkbox"/> a <input checked="" type="checkbox"/> b	Name: <u>Jeff Northern</u>	Current Position: <u>FESD Superintendent</u>
Address: <u>Fortuna Elementary School</u>		
Telephone: (Home): _____ (Cell): <u>707-498-6795</u>		

<input type="checkbox"/> a <input checked="" type="checkbox"/> b	Name: <u>Felicia Doherty</u>	Current Position: <u>Principal Court of Community School</u>
Address: <u>901 Myrtle Avenue</u>		
Telephone: (Home): _____ (Cell): <u>707-499-6754</u>		

<input type="checkbox"/> a <input checked="" type="checkbox"/> b	Name: <u>Tess Ives</u>	Current Position: <u>Retired SPED Director HCOE</u>
Address: <u>Eureka, CA 95501</u>		
Telephone: (Home): _____ (Cell): <u>707-845-2709</u>		

<input type="checkbox"/> a <input checked="" type="checkbox"/> b	Name: <u>Shawn Brenneman</u>	Current Position: <u>Chief of Humboldt County Probation Department</u>
Address: <u>2002 Harrison Avenue, Eureka, CA 95501</u>		
Telephone: (Home): _____ (Cell): <u>707-268-33017</u>		

<input type="checkbox"/> a <input checked="" type="checkbox"/> b	Name: <u>Billy Honsal</u>	Current Position: <u>Humboldt County</u>
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	Sherriff
Address: <u>Humboldt County Sherriff Department</u>	
Telephone: (Home): <u>Will be provided upon request due to the nature of his job</u> (Cell): <u>Will provide upon request due to the nature of his job</u>	

VOLUNTARY SUPPLEMENTAL INFORMATION REQUEST FORM

To All Applicants:

The law requires that we keep certain statistics on applicants for Affirmative Action documentation. This information sheet is what we use to meet this requirement. However, the information requested on this sheet is strictly voluntary, and it is used by us only in filing state and federal reports. It is not considered in the screening or selection process in any manner, as it is separated from the application form before the written screening process is begun. Your name is not required on this form.

1. I prefer to be identified as (only one please) :

- ☐ Asian
- ☐ Black
- ☒ Caucasian
- ☐ Filipino
- ☐ Hispanic
- ☐ Native American
- ☐ Other: Please Specify: _____

2. Sex: ☐ M ☒ F

3. Date of Birth: 11-03-1968